DOCUMENT RESUME

ED 228 749 EC 151 029

AUTHOR	Callaway, Alma Slaughter; Webb, Audrey Renee
TITLE	Preschool Demonstration Project for Handicapped Children: A Project Summary.
INSTITUTION	Fort Valley State Coll., Fort Valley, Ga.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	80
GRANT	G007702035
NOTE	224p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Community Resources; Demonstration Programs; *Handicap Identification; Intervention; *Mild Disabilities; *Parent Education; Preschool Education; Program Descriptions; Program Development; Referral; Staff Development
IDENTIFIERS	*Preschool Demonstration Project for Handicapped

ABSTRACT

The report summarizes the Preschool Demonstration Project for the Handicapped which served 3- to 5-year-old children with mild handicaps. The project was designed to reduce the influence of handicaps on regular school entrance through structured intervention; integration with nonhandicapped children; and training for teachers, parents, and community staff. Identification of mildly handicapped preschoolers, a major focus of the program, was accomplished by screening of children referred by community agencies and individuals. The services provided to the children focus on development in the following areas: psychomotor skills, language, perception, social/emotional skills, and reasoning. Dissemination and potential replication activities are noted, as are staff development activities and parent education efforts. Evaluation data are cited to indicate that project children made substantially more gains than would be expected without treatment. Extensive appendices include sample lesson plans or home activities, papers on aspects of staff development, and papers on parent/family education. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228749

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EC RS

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EC151029

2

PRESCHOOL DEMONSTRATION PROJECT

FOR

HANDICAPPED CHILDREN

A PROJECT SUMMARY

by

Alma Slaughter Callaway

with contributions by

Audrey Renee Webb

Funded by a grant from

The Bureau of Education for the Handicapped

to the

Fort Valley State College Graduate Division

Alma S. Callaway
Project Director
P. O. Box 5483
Fort Valley State College
Fort Valley, Georgia
31030

Preschool Demonstration Project for Handicapped Children: A Project Summary

Copyright 1980 by Fort Valley State College Graduate Division
Fort Valley, Georgia

Printed by
Sinyard Printing Company
P. O.
Perry, Georgia

Funding provided by the Bureau of Education for the Handicapped, Department of Health, Education and Welfare (grant No. G007702035). Views expressed herein do not necessarily represent those of the Bureau.

Printed in the United States of America

ACKNOWLEDGEMENTS

Many people, including former and present staff, students, parents, consultants and volunteers worked together over a period of three years to develop and implement the program described in this monograph. Although they are too numerous to mention everyone by name, a few must be recognized individually.

Madelyn Chennault for her ideas, interest, and commitment to handicapped children and their families.

G. M. Ibim and *Anthony Strange* for their knowledge and guidance which aided the success of the project.

Catherine Duncan and *Ruth Reed* for their untiring volunteer service; always being there when they were needed and for establishing faith and rapport between the community and the project.

W. W. E. Blanchet and *Josie Blanchet* for their volunteer work and support in initiating the project.

Rex Forehand, Psychologist, University of Georgia, for his insight and expertise in testing the children and interpreting results.

Project Staff— Phyllis Gardrell-Ledbetter, Faye Harden, Lavern Cosby, Mattie McGhee, Von Jones, Carolyn Tarrant, Kim Cain, Linda Harris, Audrey Webb— for their dedicated service, expertise, skill, and enthusiasm.

Advisory Council for the project, for their guidance and support.

John Lea, Manager of the Food Service Center at Fort Valley State College for food preparation and planning of nutritional meals.

The Staff of the Thomas Public Library, Fort Valley, Georgia for use of facilities and contribution to the Project.

The Agricultural, Home Economics, and Physical Education Departments, Fort Valley State College, for their contributions and use of facilities.

Local Agencies for their cooperation and assistance for the project.

Carl Huberty, Evaluation Consultant, for his expertise in planning appropriate evaluation strategies.

Chadimbaram Sivasailam, Director of the Computer Center at Fort Valley State College, for serving as Special Education Specialist.

Robert Ross, Media Assistant at Fort Valley State College, for his expertise in photography, and assistance in selection, maintenance, and utilization of appropriate media.

Patrick McCord, Financial Advisor at Fort Valley State College, for accurate financial records.

Earnest McNealey, Art Instructor at Fort Valley State College, for the logo on the front cover.

James C. Taylor, Director of Procurement at Fort Valley State College, for the general design of the front cover.

Johnny Harrison, Early Childhood Education undergraduate student at Fort Valley State College, for the design of the clown, "Clarence the Clown" used in the curriculum.

Early Childhood Education Methods Classes, graduate and undergraduate, at Fort Valley State College for professional work.

Alma S. Callaway

TABLE OF CONTENTS

Introduction..... 1

Overview..... 2

Need for Services..... 5

Identification..... 7

Delivery of Services..... 10

Curriculum Design..... 12

Demonstration, Dissemination and Continuation.....18

Staff Development..... 21

Parent/Family Program 23

Evaluation..... 26

Appendices..... 32

INTRODUCTION

The enforcement of Public Law 94-142, the Education for All Handicapped Children Act of 1975 re-awakened a decision that ended in a brainstorm between two professors here at Fort Valley State College. Both professors were deeply concerned with the lack of facilities for the mildly handicapped children in the Peach and Crawford County communities. This brainstorm plus concentrated effort established the "Preschool Demonstration project for Handicapped Children," funded through the Bureau of Education for the Handicapped (BEH) United States Office of Education. This project was instituted so that children ages 3-5, with mildly handicapping conditions (speech impairments, vision impairment, auditory impairment, psycho-motor impairment, etc.), in the Peach/Crawford county community could be served.

A dream, and a brainstorm that became reality is the Preschool Demonstration Project that began July 1, 1977 and continued to serve the community for three (3) years, 1977-80. This project served children and families of children with handicapping conditions. The students of the college were benefited first by the firsthand experience of working with children with mild handicapping conditions and by the opportunity to enhance their skills when they worked with children with mild handicaps.

The Preschool Demonstration Project for Handicapped was funded in 1977 and was housed at the Fort Valley State College. In accord with the dissemination component of the third year of a demonstration project, the efforts of three years of the project are described in this Project Summary.

OVERVIEW

The Fort Valley State College project for Handicapped Preschool Children was initiated to provide facilities and personnel to implement a program for the development of procedures, techniques, and practices to serve those children who have been diagnosed as having a variety of handicapping conditions and who have the added burden of growing up in a disadvantaged environment.

These children possess conditions which would delay their entrance and/or progress through regular school.

One principal goal of the project was to reduce the influence of handicapping conditions on regular school entrance and increase chances for handicapped children through:

1. Structured intervention

2. Integration with non-handicapped children

3. Providing training for pre and inservice regular teachers, parents, and community personnel for preparation and implementations of IEP's.

A second principal goal was to evaluate the effectiveness of:

1. Parents delivery of structured training experiences in the home.

2. Social and learning development resulting from intervention and mainstreaming.

A major focus of the project was to identify mildly handicapped children ages 3-5 years of age who were not being served and provide them with a preschool program that would:

1. Instill the necessary confidence in handicapped children for engaging in preschool cognitive tasks that will stimulate actual early school conditions.

2. Enhance their motivations to compete with non-handicapped peers on social learning tasks as demonstrated in playground activities, on excursions, etc.

3. Increase the level of communication and participation between parents, teachers, and agency personnel by involving them in the preparation and implementation of IEP's.

4. Meet individual needs through a modified version of an appropriate standardized program (The Developmental Task Instructional system devised by David Lillie).

In general a major objective of the program was to assist handicapped preschool children entering regular school experiences with minimal behavior and learning difficulties and maintain relationships with the children's families and the educational community in an attempt to ensure continuous existence of the status quo.

The project was funded for a three year period and was located in the Graduate Division of the Fort Valley State College, Fort Valley, Georgia. The first year focused on planning; the second year was earmarked for demonstration; and the third year was appropriated for continuation demonstration and dissemination of products compiled during the three year cycle.

Services and facilities of the entire institution, community agencies, and statewide networks were available to the children enrolled in the project.

The demonstration classroom had adjacent scaled bathrooms and an observation room with a one way observation window to accommodate visitation without disruption. The children shared well equipped playground areas with other existing campus preschool programs.

Staff

The staff during the three year period consisted of a full time project director, full time office manager/secretary, full time lead teacher, two part time aides, parent/family coordinator, and volunteer workers, students, parents, special education specialist, and laymen.

Programming

Although the first year was earmarked for planning, during the latter part of the first year ten (10) children were served. During the second and third years funds were appropriated for programming fifteen children.

Each enrollee was individually assessed and programmed through the services of the staff, parents, children, and support personnel (see Delivery of Services). Included in each child's program were individual, small, and large group activities as well as total family participation (see Family Program).

Coordination with Other Agencies

Positive rapport was established between project staff and local child care agencies during the first year of operation, 1977-78, and open-ended referrals were solicited and received. Each subsequent year this procedure was followed without complications.

Advisory Council

An Ad Hoc group consisting of a cross section of community persons and persons employed in the area of special education and early childhood education met and formulated criteria for the advisory council; such as number of persons, meeting schedule, sub-committees, and selection procedures.

After the Ad Hoc group dealt with the above facets it was dissolved. Participation on the Ad Hoc group did not preclude membership on the advisory council.

Members of the Advisory Council included persons from the following categories: Parents, college administrators, public school special education classroom teachers, member of the Governor's Committee on Mental Retardation, College Professor Emeritus, Department of Family and Children Services, local business person, and laymen.

Evaluation

Evaluation of the project was on-going. During the first year of operation Dr. Carl Huberty, an evaluation consultant, University of Georgia, devised an Evaluation Strategy Profile. The project staff used the profile as a checklist for keeping on tract and determining the effectiveness of the general operations of the project (see Appendix).

Dr. Rex Forehand, a clinical psychologist, University of Georgia, formulated the formal testing program for the children. He identified and administered appropriate tests, and interpreted pre and post test data for each child for the three year period (see chapter on Evaluation).

NEED FOR SERVICES

Although the education for all Handicapped Children Act (PL 94-142) of 1975 mandates a free and appropriate public education for all handicapped children ages 3-21, the law is flexible for those states whose laws do not provide free public education for regular pupils for the same age range. In the state of Georgia the law only provides education for children who become five (5) years old by September first.

Most rural preschool and early elementary teachers have not been prepared professionally to respond to the law, especially the development of the IEP which mandates a prepared statement of instructional objectives and placement decisions. The research and service work done by Montessori has suggested that preschool children do respond to planned, tightly sequenced, structured experiences directed at increasing measurable aptitudes.

Montessori advocated starting learning experiences as early as age 2 in order to capitalize on the natural curiosity of children. Moreover, recent observations have revealed that many children in the Head Start Programs, while generally considered disadvantaged, were also handicapped and potential candidates for special education offerings. Kirk (1950) has decisively indicated that mentally retarded children can benefit from preschool experiences. In fact, the idea of preschool education for handicapped children seems so obvious that there is little need for empirical, supportive evidence.

It is well known, however, that children from minority groups, especially blacks, are disproportionately represented in both Head Start Programs and Special Education programs for the handicapped. Dunn (1968) and Johnson (1969) have pointed out the ills of current procedures which involve mere 'labeling' and 'cooling-out' thousands of black children. These procedures which have resulted in educational tombs for many handicapped and disadvantaged children, may be counteracted through the development of several model preschool centers for handicapped minority children. These centers should have as their overall goal, prevention, amelioration and compensation.

Peach County has a population of predominantly lower income and welfare dependent individuals. Approximately 60% are black, and 40% are white. These individuals and families who are responsible for the care of handicapped preschoolers find few services to meet their needs and are frequently unable to utilize effectively the now limited services available to them. It is for this reason that a preschool demonstration project is needed.

Logically, those who are handicapped— intellectually, emotionally or physically— will need extra amounts and different kinds of experiences if they are to develop optimally. To be sure, if quality services are provided during the preschool years, there is a high probability that many children who otherwise would be labeled handicapped may well be able to function adequately in a regular classroom.

Since the state of Georgia at the time this project was initiated had very few public preschools for regular children age 5, it was safe to assume services to preschool handicapped children 3 years old were non-existent, therefore no survey was conducted.

Additionally, some advantages of a Preschool Demonstration classroom at Fort Valley State College for Handicapped Children ages 3-5 are:

1. To provide training experiences for graduate and undergraduate students at Fort Valley State College for working with preschool handicapped children thus expanding the repertoire of trained personnel beyond the Peach County Area.

2. To provide assistance to preschool handicapped children to prepare them for competing more successfully with regular children in first grade and entering regular school free of labels of a negative self-concept.

3. To provide a source of observation and/or participation for parents, professionals and laymen to become sensitive to the needs of the varied exceptionalities.

IDENTIFICATION

The following methods were used to identify children eligible for participation in the demonstration program.

1. Referrals based on certain hospital information that might suggest birth adversity.

2. The use of information received from pediatricians in the form of referrals.

3. Canvassing the community on a block by block basis to determine the number and type of handicapping conditions that exist within various neighborhoods.

4. Referrals made by churches and public school personnel regarding younger siblings.

5. The use of survey data from the local social service agency that has been gathered on Peach County residents. (Much of this data contained demographic information on the families surveyed and was useful in locating the handicapped children to be serviced by this program).

During the first half of the first year of the project the major focus of the recruitment efforts was upon publicity. It was necessary for the staff to inform and convince the community of the importance and need for a demonstration classroom for preschool handicapped children.

The first step was to locate community personnel that were highly respected by most of the community. Dr. C. J. Duncan, retired college professor emeritus, and Mrs. Ruth Reed, retired curriculum director of Peach County, agreed to render volunteer service while serving as liaison persons between the project staff and the community. They canvassed the community knocking on doors seeking information about children with handicapping conditions and explaining the purpose of the project, soliciting applicants and further referrals. Announcements of the program were made in all local churches and newspapers, and on local radio and T.V.

Referrals were solicited from all local service agencies who rendered child care. Referrals were received from Kay Community Center, Head Start, and other parents.

Upon receipt of a referral the staff recorded the name, address, and telephone numbers of each child and his parents. The age and possible handicaps of each child were also recorded. Representatives from the staff then called each household and made an appointment to visit each home for the purpose of collecting important information and making a general explanation of facts about the project as needed.

Parental questionnaires, interview forms, and pupil checklists were devised and administered by the staff to determine possible eligibility for the program.

After the initial screening (administration of the pupil checklist), approval for the children's attendance in the project was secured, a member of the staff assisted each parent in filling out the parent questionnaire and interview forms (they read over the forms with the parents when necessary).

The children were observed at home in their natural setting and in the classroom (a formal setting). The *Stanford Binet Intelligence Scale, Form L-M* and the *Boyd Developmental Progress Scale* were administered to each child by a licensed clinical psychologist.

Based on teacher observation and psychological recommendations, ten children were identified and admitted to the program February 28, 1978.

During the second year the child-find program was finalized and implemented during the second and third years of operation.

Screening Procedures

Screening procedures used to determine children eligible for admission to the program were:

1. Identification/referrals (results of child-find procedures).
2. Teacher observation of the child in his natural setting (the home).
3. Parental permission for testing.
4. Psychological testing by a certified clinical psychologist.
5. Staff observation of the child in a formal setting (classroom or group).
6. Administration of the *Carolina Developmental Profile*.

Admission Criteria

Children eligible for admission to the program were required to meet the following criteria:

1. Fall within the ages of 3 to 5.

2. Have a mental age (as by the *Stanford-Binet Intelligence Scale)* of four or more months behind his chronological age, or

3. Have a developmental age (as measured by the *Boyd Developmental Progress Scale)* of four or more months behind his chronological age in one or two areas (motor skills or communication skills) and/or

4. Have a physical handicap such as mental or language retardation, visual, auditory, or orthopedic impairment, and

5. Come from a low-income family that lives in a disadvantaged area.

DELIVERY OF SERVICES

There were two target populations; those to be served (preschool handicapped children) and those to be trained (pre- and in-service teachers, parents and community agency personnel).

Service to the children will be discussed now and service to the adult population in the chapter on Dissemination and Training.

In order to truly provide for the needs of preschool handicapped children, it was necessary to bring to bear a number of supplementary services. Acceptance of the whole child concept dictated provision of:

A. A wide range of services which strived to contribute to the child's well being physically, socially, emotionally, academically, medically, psychologically, etc. In addition to the Individualized Educational Plan the following supplementary services were made available to the handicapped children served in the project through the Fort Valley Public Health Clinics.

1. Psychological Services
2. Medical Services
3. Dental Services
4. Diagnostic Services
5. Social Services

The children served in this program were handicapped individuals 3-5 years old with mild handicapping conditions (the previously unserved population) from the Peach County area and other closely located socio-economically deprived areas near Fort Valley, Georgia.

B. These children were integrated into the Early Childhood learning centers already established on the Fort Valley State College campus. This service allowed the handicapped children to come in contact with children and adults who have different needs and abilities. As a result they had a chance to:

-learn to cope with and accept their limitations.
-gain confidence in their abilities and strengths.
-be accepted by non-handicapped children and adults.

Non-handicapped children also had a chance to:

-cope with and accept differences between people.
-understand the problems of children with special needs.

Children served were transported to and from school without any financial obligation to their parents. They were served a balanced meal daily.

The mode of service delivery was a demonstration classroom. The basic classroom activities and schedule were as follows:

Criteria for Daily Planning - There were opportunities included for growth in:

1. each category of the curriculum (psychomotor, language, reasoning, perceptual and social-emotional development)
2. individual, small, and total group participation
3. acquisition and practice/generalization stages of learning
4. alternation between active and quiet periods
5. daily assessment

Daily Schedule

1. Individual Development
2. Language Development
3. Psychomotor Development
4. Reasoning Development*
5. Preparation and Lunch
6. Perceptual Development*
7. Preparation and Dismissal

As the children became five years of age by September 1, they were mainstreamed into the public school program in Peach County. The staff was available to assist in Individual Education Plan development. (The IEP's were reviewed and revamped bi-annually). Staffing of an IEP involved the professionals working with the children, the parents and the child.

---

* These periods were manipulated to provide either small or total group as well as acquisition or practice/generalization type learning activities. Social-Emotional Development was correlated within any one or all periods.

CURRICULUM DESIGN

Fort Valley State College Early Childhood Education Program for disadvantaged handicapped children is unique in that it was able to capitalize on the existing campus Early Childhood Learning Center. This center does not provide services for handicapped children. Therefore, project efforts were directed primarily toward integrating at least fifteen (15) handicapped children into the center operated by Fort Valley State College as well as established local community centers where possible. The Fort Valley State College curriculum is predicated on three basic assumptions: (1) Integrated preschool handicapped with non-handicapped children will aid in social and academic adjustments for the individual. (2) IEP's can be implemented to assist handicapped preschool children in a school successfully maintained. (3) A smooth transition into regular education must be well planned by providing regular educators the skills necessary to assist in the preparation and implementation of IEP's.

The curriculum is primarily a cognitively developmental approach adapted from the Developmental Task Instructional System devised by David Lillie.

In the process of adapting the DTIS, minor arrangements of components were made. Originally the curriculum design of the Fort Valley State College project included psychomotor, language, perceptual, social, self-help, affective, awareness, and concept development. The components of the DTIS very closely correspond with those of the curriculum of the original program at Fort Valley State College, therefore, none of the objectives were deleted (see Appendix).

The activities focused upon the following components:

Psychomotor Development: The term psychomotor development refers to gross and fine muscle coordination. Lillie's curriculum identifies specific functions to be developed in each category.

Gross: Factors of balance, agility, strength, and general body coordination.

Fine: Factors of finger dexterity, wrist flexibility, arm and hand steadiness and finger speed.

Goal: To increase psychomotor skills so that the child's psychomotor functioning approaches the maximum of his potentiality.

Language Development: Language development encompasses expressive (comprehensive use of words in communicating thoughts and ideas) and receptive (meaningful interpretation of what is heard) development.

Goal: To provide the child with the basic communicative skills and enable him to relate to his environment in a positive manner.

Perceptual Development: Perceptual development refers to the process by which the child learns about his environment through the use of Sensory Channels. This would include, for the handicapped child, the visual, auditory and tactile modalities.

Goal: To increase the child's functional utilization of his sensory skills.

Social/Emotional Development: The ability to cope effectively with daily demands with a reasonable degree of balance between the child's own values, concerns, and needs and those of the cultural group of which he is a part.

Goal:

1. To enable the child to perform basic daily grooming tasks as feeding, toileting, dressing, and ambulating without reaching a level of frustration.
2. To develop a positive self-concept in each child.
3. To develop in each child a cooperative happy relationship with others.

Reasoning Development: For purposes of this curriculum, development of reasoning will include cognitive processes of: classification, association (relationship) analogies (problem-solving), sequencing (ordering), number and letter concepts.

Goal: To increase the child's ability to understand and manipulate objects and events, and to understand the basic role of others in his life in terms of order, relationship and classification.

The DTIS is presented in detail in *Early Childhood Education: An Individualized Approach to Developmental Instruction,* by David Lillie. A brief description of the model includes three primary levels:

1. Assessment

2. Establishing Objectives

3. The Learning Situation

During the assessment period the child's level of development was determined in each area then long and short range objectives were established for each child based on assessment findings. A folder was established for each child which included his objectives, thus facilitating periodic review and updating. Materials necessary for meeting both long and short range objectives were gathered and curriculum activities designed to meet each objective was selected.

The learning situation included both content (what was actually taught) and methods (how the content was presented and reinforced).

In keeping with Lillie's views the learning situation occurred in two stages.

1. Acquisition - The child learned the content, skill or process. During this time the teacher presented structured activities designed to meet specified short-range objectives.

2. Practice/Generalization - The child interacted with the content, skill or process learned during the acquisition level. The skill or process was built into part of the child's reasoning mechanism and applied to numerous problem-solving situations.

During this stage the teacher encouraged and/or guided participation of the child. She also rewarded individual accomplishments.

A daily schedule was devised which included (1) learning experience in each treatment area, (2) enough time for both stages of the learning situation (acquisition and practice), and (3) variety in type of activities (active, quiet, large, small and total group).

Since the DTIS was adopted, not implemented verbatim, changes were made as needed based on specific needs of the Fort Valley population and availability of resources, etc. The DTIS was not written specifically for handicapped children nor black preschool children.

Some specific adaptations made included:

I. Materials were modified

A. Directions and use of the red workbook were simplified

1. Circles were used rather than X to identify items (children were familiar with circles but not X, and the children had difficulty grasping the concept).

2. Items were underlined rather than requiring a square to be drawn around them (the children could draw a line but could not draw a square).

3. When there were two items in a category only one item was focused upon at one time.

4. When given pages in the workbook proved difficult, two days were allocated for completion.

Working in the red workbook proved difficult and there was evidence of less participation when completing pages containing small items. Pages with three, four and five rows of objects were satisfactory. The size of objects on the pages containing six rows ranged from small to relatively large. The children exhibited fatigue when completing pages containing six rows of small objects. They refused to even attempt completion of pages with more than six rows (Sample Lesson 5). It was these pages that were enlarged (Sample Lesson 53). There was not enough money allocated to enlarge all of the pages with six rows of objects.

Children responded comfortably to pages with four and five rows with three lines on each row (Sample Lesson 27).

B. Substitute materials were devised in the area of perceptual development

1. Clarence the Clown

Learning was enhanced and the level of retention heightened when children were exposed to concrete materials and/or materials that were within their experimental background. Clarence the Clown was created following the interest exhibited by the children in a story hour presented by the staff of the Thomas Public Library of Peach County, during the first year of the project. This particular presentation was done by a person wearing a clown suit.

Clarence is a large colorful clown, holding ten bright colored balloons. He is three feet tall with a straight board holding him up for support. He can stand on the floor or on a low table. Clarence is made of wood. He is very durable, versatile, and can be used to

teach many concepts because items used can be taped on (preferably masking tape) and taken off when lesson is finished.

Clarence the Clown was used in the Preschool Demonstration Project for Handicapped Children at Fort Valley State College to teach activities in perceptual, reasoning, and language development. He replaces Kathy the Kangaroo in the Developmental Task Instructional System devised by David Lillie to teach activities in perceptual development.

C. Creative firsthand experiences were devised and supplementary language development kits were used in the area of language development, the *Peabody* and *SRA* language development kits.

D. Field and/or excursion trips were significant parts of the curriculum (see table, appendix).

Materials

The David Lillie program was implemented by the teacher of the Preschool Demonstration Project at Fort Valley State College. The children were given firsthand experiences along with the use of the Red Book and Blue Book.

Materials used from the DTIS and available from Science Research Associates are:

The Learning to Think Series
Red Book
Blue Book

The Beginning to Learn Series
Fine Motor Skills
Perceptual Skills/Level I

The system is designed to give teachers an effective means for training kindergarten and first grade children in important mental skills. All the programs in the system are based on the same mental skills and can be used together.

The Learning to Think Series gives training in the following areas: perception, reasoning, fine motor coordination, quantative thinking, space thinking, verbal meaning, word fluency, and memory. The series consists of four books of gradually increasing difficulty. The Red Book, The Blue Book, The Green Book, and The Gold Book. Each book with its accompanying group-lesson charts is designed for one semester's work. The Fort Valley State College project only utilized the Red Book and the Blue Book.

Fine motor skills give training in fine motor coordination, is a one semester program and give more intensive training in fine motor skills than the *Learning to Think Series*.

Perceptual skills develop visual perceptual abilities, is a one semester program and gives more intensive training in perceptual skills than the *Learning to Think Series*. The perceptual skills program can be used with the *Learning to Think Series* or by itself.

Many materials were used to enhance the David Lillie program such as: Manipulative building blocks of various sizes, shapes and weights. Also wheelbarrows, large ride-on dump trucks, bean bags, marble stacking activities, stacking activities, puzzles, dolls, doll clothing, doll furniture, play cooking and cleaning utensils, pegs, pegboards, cars, airplanes, buses, trains, storybooks with pictures, paintings, drawings, filmstrips, picture dominoes, sorting and matching letter symbols, sorting number symbols, tape recorder, record player, puppets, picture books, story books, etc.

There were several learning centers set up in the classroom so that the children could work individually.

DEMONSTRATION, DISSEMINATION AND CONTINUATION

One of the principal goals of the project was that Fort Valley State College secure funds to provide on-going services to preschool handicapped children ages 3-5 (the unserved population) after federal funds ended.

Another major goal was to bring about a general awareness within the Peach County Community relative to the needs of preschool handicapped children; and to demonstrate the effectiveness of appropriate programming toward their growth. In an effort to accomplish these goals, an intensive effort was made to provide maximum visibility for the project by allowing all interested persons and potential funding agencies an opportunity to view the inner workings of the program.

Specific activities designed for visibility were:

1. "Open House" days were held so the community and professional staff could observe the program.

2. Project objectives and techniques to achieve those objectives were publicized continuously throughout the three year period. This information was disseminated to interested, key groups, and individuals.

3. The project staff presented workshops to share information about methodology used in the program to other colleagues, colleges and universities.

4. Key groups and persons were invited to visit the program.

5. Project children were mainstreamed with non-handicapped children in recreational activities, on picnics, and excursion trips.

6. Members of the staff discussed the project on local radio and television.

7. Several articles were published explaining the activities of the project.

8. Child development, early childhood, psychology, and social welfare graduate and undergraduate students at Fort Valley State College observed and participated in the implementation of the program.

9. Parent-Teacher-Child Interaction Day was held with community leaders, advisory council members, teacher, college faculty, parents, staff and children in attendance.

10. The children were invited and participated in Peach County Primary School's Cultural Series.

11. The children and staff attended a series of workshops presented by the local public library staff.

12. Criteria for observing the children were established. An observation kit was displayed at the project directors conference in Washington, D. C. and mailed to each project director.

13. The staff made presentations at professional meetings demonstrating techniques used in the project.

Some potential funding sources that received project dissemination materials are:

1. Church related Early Child Care Programs

2. Private Day Care Centers

3. Teacher Training Institutions

4. Local and regional Day Care Councils

5. Local and Regional Head Start Agencies

6. Local and Regional Follow-Through Agencies

7. National Organizations such as the Council for Exceptional Children

8. Community Action Programs

9. Mental Health Agencies

10. Vocational Rehabilitation Agencies

11. Local Public School System and State Department of Education

12. Administration of the local university

13. State Board of Regents (University System of Georgia)

14. Local, Regional, and State Department of Human Resources

15. Foundations

16. Private Industry

Replication

Indeed, a few programs have been designed by the Preschool Demonstration Project for minority people. The project demonstrated how a program for preschool children can be adapted to meet the needs of a specific group of minority preschool handicapped children. It is especially important that a program such as the Preschool Demonstration Project be replicated in other communities.

Project activities available in addition to the DTI's materials by David Lillie to aid in replication include a narrated color slide cassette show and a set of activity cards to accompany this descriptive guide (both are available through the graduate division of Fort Valley State College).

STAFF DEVELOPMENT

The project's staff development component was a joint effort on the part of the project staff, Fort Valley State College Faculty, and the surrounding communities. Major responsibility for the implementation of the staff development component was assumed by the project director. In order to facilitate this effort the following method was used.

1. Visitation of other integrated programs and special education projects.

2. Workshops on curriculum, strategies for planning, equipment, materials test administration and evaluation, etc.

3. Concentrated efforts to aid the staff in understanding and coping with their feelings about children with handicaps.

4. Discussions on normal child growth and with emphasis on areas relevant to the project children's special needs.

5. Discussions specifically designed to inform the staff how to identify varied handicaps.

6. Suggestions regarding curriculum for children with special needs.

7. Techniques on working with special children (setting expectations, guiding behavior, etc.)

8. Techniques for working with parents in terms of educating, counseling, and involvement in the project.

9. Introduction to community resources available for special children and how they can be used.

10. Showing slides, filmstrips, films and video tapes.

11. Auditing college courses.

12. Lectures and discussion sessions with specialized consultants in areas relevant to needs of the staff such as:

    a. development of IEP's (Individual Educational Program)

    b. attendance of each session presented

13. Orientation to the contents of the proposal, duties and responsibilities of staff members, and project operational and managerial procedures.

14. Interview type assessments held with individual staff to determine strengths, weaknesses, and interest as a basis for designing the total staff development program.

15. Accurate record of each staff member's participation in varied activities.

Activity	Sept.	Oct.	Nov.	Dec.	et.
Attendance at Professional meetings - local, regional, and national					
Educational Trips					
Individual Assignments					
Individual Conferences					

16. Individual assignments as needed.

A mini-library was established in the project to be used as a resource center. Staff members secured library cards which permitted them to check out additional books needed for individualized assignments and specialized interests.

Formal inservice sessions were held at least monthly; half day training sessions were held on Fridays (involving the teacher, project director, and other college personnel or an external consultant in varied areas of the curriculum, etc.), periodic thirty minute sessions were held during the week as a means of solving immediate problems, and staff members visited college classrooms for input in areas where they felt a need for formal instruction.

Linkages were established with local colleges, universities, and community agencies such as Family and Children Services, Central State Hospital, Health Department, and other relevant institutions as resources for workshops, career development programs, etc.

In addition to using the established staff development format, annual turnover of staff necessitated repeating some training previously provided to meet the needs of new members as well as new topics for returning staff each year.

PARENT/FAMILY PROGRAM

The Fort Valley State College Project for Handicapped Children is center-based. Realizing the vital role the child's family plays in the child's development, a parent-family coordinator was utilized. The parent/family coordinator worked closely with the project staff in formulating and implementing all parent activities. She is Professor Emeritus of Education with a strong background in child development.

The program consequently endeavored to strengthen the bond between parent and child by attempting to enhance the amount and quality of family participation. Also, involvement was extended beyond the mother and father to include the child's siblings, relatives, and friends. In no way was there an attempt to usurp the rights of parents or the family to control the destinies of their children.

The family was a catalyst between the project and home. Concentrated efforts were made to encourage, facilitate, and plan meaningful family participation through the following mediums:

1. Program Planning - Parents served as members of the advisory council, responded to parent questionnaires, and made suggestions for program inclusions and improvements.

2. Diagnostic and Evaluatory Activities - Parents served as resource persons by providing the project staff valuable interviews and observation data. They were involved in conferences with the parent/family coordinator in an effort to learn ways for making the educational program more relevant to the needs of the children. They were involved in evaluating the progress of their children through structured classroom observations, conferences with the teacher and staff, responding to questionnaires and checklists.

3. Parent Education and Training

   A. Several initial training sessions were held that were designed to:

      1. give parents insight and an expanded awareness regarding exceptionality.
      2. aid parents in becoming sensitive to the project's objectives.
      3. instill a personal responsibility for the success and continuation of the project.
      4. provide carry over activities to be developed in the home such as language stimulation, self-care programs and child management.

   B. Periodic scheduled observations were discussed and interpreted by the staff.

   C. Formal parent meetings were conducted involving parents and the project staff. The first meeting was held prior to the beginning of the instructional program. Subsequent meetings were scheduled based on the needs and desires of parents. Specific topics deemed relevant by the staff (behavior modification and discipline techniques, speech and language development) as well as parent initiated topics were an integral aspect of the parent component. These meetings were held monthly, September through June.

   D. Teacher Aides - Parents were trained to serve as teacher aides, in construction of materials; as recreation assistants in the school setting and assistants on excursion trips and other public gatherings.

   E. Joint Meeting with Staff - When parents and staff exhibited a desire or need to have training in the same area, a joint training session was held (such topics as discipline, child development, development of IEP's, etc.).

   F. Individual conferences were held with the parents in the classroom and via telephone in each home, and at school. Time was taken to talk with parents regarding their child's progress.

G. Media - Parents were given several pamphlets containing helpful hints such as "How Parents can Help Their Children at Home."

4. Social interaction workshops were executed with staff members and parents by consultants. Parents were trained to prepare inexpensive nutritional meals, then allowed to plan menus while being served refreshments.

5. Participation in Child-Find - Parents made presentations in local churches and visited homes of other parents with handicapped children in an effort to convince parents to give consent for their child to participate in the program.

6. Transportation - Transportation was provided for parents to and from parent meetings, educational sessions, advisory council meetings, and other school related activities when necessary. The van used to transport children and parents was contributed by the college and maintained by the project.

Information up-date: Parents were kept informed about and assisted in securing all services available through the County Health Department and other community sources.

Service Expansion: Relations of the children (in addition to parents) attended any or all activities involving the children.

Monthly calendars and activity lists were sent out to keep parents informed.

EVALUATION

By

Rex Forehand, Ph.D.

Two instruments were utilized to evaluate the progress of students during each of the three years of the Project. The *Stanford-Binet Intelligence Scale, Form L-M* (Terman and Merrill, 1960), and the *Boyd Developmental Progress Scale* (Boyd, 1974) were the two instruments. Extensive validity and reliability data are available for the *Stanford-Binet* (e.g., Terman and Merrill, 1960). While less data are available for the *Boyd*, it is a published scale which is being used nationally at this time.

The *Stanford-Binet* was utilized to generate a Mental Age of each child. The *Boyd* was utilized to produce a Developmental Age in three areas: Motor Skills, Communication-Interpersonal Skills, and Self-Sufficiency Skills.

For each of the three years of the Project, children were pre-tested before they entered or shortly after they entered the program. Similarly, they were post-tested at the end of each year.

The results reported in this chapter pertain only to those children who were available for pre- and post-testing. Some children were not pre-tested because they entered the project after the pre-testing was conducted. Others were absent during either the pre- or post-testing.

The pre-test, post-test, and gain score from pre- to post-test for each child are presented for Project years 1, 2, and 3 in Tables 1, 2, and 3, respectively. An examination of Table 1 indicates that children who were enrolled during year 1 attended for 4 months between the pre- and post-testing. During these 4 months they made a mean gain of 9 months in Mental Age, 10 months in Motor Skills Development, 11 months in Communication-Interpersonal Skills Development, and 13 months in Self-Sufficiency Skills Development. These results reveal that in a period of 4 months the children made

Rex Forehand, Ph.D. is Professor of Psychology and Director of Clinical Training at the University of Georgia. He is a Diplomate in Clinical Psychology. Dr. Forehand received his Ph.D. in 1970 from the University of Alabama, completed a Post Doctoral Internship at the University of Oregon Medical School and joined the University of Georgia faculty in 1971.

mean gains from 9 to 13 months as measured by the four assessment instruments.

An examination of Table 2 indicates that children attended the Project in Year 2 for a mean of 8 months between the pre- and post-testing. During the 8 months they made a mean gain of 12 months in Mental Age, 12 months in Motor Skills Development, and 14 years in Communication-Interpersonal Development. These results reveal that in a period of 8 months, the children gained from 12 to 14 months as measured by the three assessment instruments.

An examination of Table 3 indicates that children attended the project in Year 3 for a mean of 6 months between the pre- and post-testing. During the 6 months they made a mean gain of 10 months in Mental Age, 7 months in Motor Skills Development, and 7 years in Communication-Interpersonal Skills Development. These results reveal that in a period of 6 months the children gained from 7 to 10 months as measured by the assessment instruments. These results do not include the data for Lisa who was untestable at the pre-test as a result of her failure to cooperate. If she were assigned scores of zero at pre-testing, and her data then included, the mean gains from pre- to post-testing for the children in Year 3 would be 14 months in Mental Age, 13 months in Motor Skills Development, and 12 months in Communication-Interpersonal Skills Development.

The overall results indicate that children made substantially more gains than would be expected without treatment. This is particularly impressive considering the fact that most of the children had not progressed at a normal rate prior to enrollment in the project. Given this fact, the finding that they progressed at a rate faster than the "normal" one while enrolled in the project is very impressive.

Table 1

Pre-Test, Post-Test, and Gain Scores for Year 1[1]

Child	Age			Stanford -Binet[3]			Boyd: Motor[4,5]			Boyd: Communication[4,5]			Boyd: Self-Sufficiency[4,5]		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Gloria	41	45	4	19	30	11	31	35	4	23	33	10	31	36	5
Damon	43	47	4	48	56	8	41	44	4	48	60	12	38	54	16
Bobby	58	62	4	49	58	9	48	66	18	60	68	8	53	65	12
Karen	58	62	4	47	58	11	39	66	27	48	63	15	50	72	22
John	57	61	4	27	33	6	13	17	4	24	36	12	28	38	10
Penny	37	41	4	29	33	4	31	36	5	23	34	11	29	36	7
Cameika	46	50	4	41	52	11	45	54	9	48	54	6	41	60	19
Mean	49	53	4	37	46	9	35	45	10	39	50	11	39	52	13

1 February, 1978 through May, 1978

2 Reported in terms of Chronological Age months

3 Reported in terms of Mental Age months

4 Reported in terms of Developmental Age months

5 Boyd Developmental Progress Scale was formerly known as the CCD Developmental Progress Scale

Table 2

Pre-Test, Post-Test, and Gain Scores for Year 2[1]

Child	Age[2]			Stanford-Binet[3]			Boyd: Motor[4,5]			Boyd: Communication[4,5]		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
John	54	63	9	39	50	11	36	45	9	43	57	14
LaZell	43	52	9	35	47	12	34	43	9	30	51	21
Gloria	49	58	9	31	42	11	44	41	-3	33	39	6
Cameika	54	63	9	55	69	14	60	75	15	57	64	7
Cory	44	53	9	27	39	12	29	42	13	30	39	9
Travis	52	58	6	-	-	-	29	59	30	45	58	25
Steven	39	45	6	33	48	15	45	55	10	33	58	25
Mean	48	56	8	37	49	12	40	51	12[6]	39	52	14[6]

1 October, 1978 through June, 1979 for first 5 children; mid-December, 1978 through June, 1979 for remaining 2 children. The Self-Sufficiency Subscale of the Boyd Developmental Progress Scale was not administered as parents were not available to serve as informants.

2 Reported in terms of Chronological Age months

3 Reported in terms of Mental Age months

4 Reported in terms of Developmental Age months

5 Boyd Developmental Progress Scale was formerly known as the CCD Developmental Progress Scale

6 Discrepancy between gain score and change in Table from pre to post resulted from rounding differences

Table 3

Pre-Test, Post-Test, and Gain Scores for Year 3[1]

Child	Age[2]			Stanford-Binet[3]			Boyd: Motor[4,5]			Boyd: Communication[4,5]		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Capus	35	41	9	35	48	13	30	50	20	39	51	12
Willie	32	38	6	33	45	12	33	30	-3	30	39	9
Katrin	53	59	6	43	60	17	39	45	6	45	54	9
Antonio	52	58	6	50	56	6	53	63	10	51	61	10
Cory	57	63	6	43	51	8	41	50	9	51	57	6
Patrice	44	50	6	33	48	15	30	42	12	31	42	11
Garnett	55	61	6	32	42	10	28	44	16	46	42	-4
Lisa	55	61	6	U	59	-	U	55	-	U	54	-
Courtney	43	49	6	53	60	7	-	-	-	-	-	-
Aliceina	45	51	6	38	39	1	45	41	-4	33	33	0
Brandie	40	46	6	40	47	6	45	44	-1	42	51	9
Mean	47	53	6	40	50	10	38	45	7	41	48	7

1 October, 1979 through March, 1980. The Self-Sufficiency Subscale of the Boyd Developmental Progress Scale was administered as parents were not available to serve as informants.

2 Reported in terms of Chronological age months

3 Reported in terms of Mental Age months

4 Reported in terms of Developmental Age months

5 Boyd Developmental Progress Scale was formerly known as the CCD Developmental Progress Scale

6 U = untestable

References

Boyd, R. D. *The Boyd Developmental Progress Scale.* San Bernardino, CA: Inland Counties Regional Center, Inc., 1974.

Terman, L. M., & Merrill, M. A. *Stanford-Binet Intelligence Scale.* Boston: Houghton Mifflin, 1960.

PRESCHOOL DEMONSTRATION PROJECT FOR HANDICAPPED CHILDREN

A Project Summary
by Alma Slaughter Callaway

Fort Valley State College
Fort Valley, Georgia 31030

APPENDICES

APPENDICES

Home Activities	35
Staff Development	74
Parent/Family Education	103
Forms Used	129
Observation Kit	151
Sample Pre and Post Psychological Test Report and Summary Data	157
Sample Pages from the Red Workbook	164
Curriculum Adaptation	168
Evaluation Strategy Profile	170
Carolina Developmental Profile	176
Clarence The Clown	193
Publicity Brochure	195

HOME ACTIVITIES

HOME ACTIVITIES

These activities were designed for 3, 4, and 5 year old mildly handicapped children to be implemented by the parent at home, but can be adjusted for use by an adult in any setting as well as with children slightly younger or older. Selected activities in the areas of Language, Social-Emotional, Perceptual, Reasoning and Psychomotor Development have veen included. Adults that work with children should be highly creative so that any activity used with children would have at least five variations for the same activity. These variations will add to the usefulness of each activity.

The activities can also be altered for use with different children by different adults. Additionally, the materials were critiqued by different groups of pre and in-service classes at Fort Valley State College. When variations were suggested, they were added. Directions were restated when found hazy.

Attention can be directed toward other skills that can be learned in addition to the stated objective when each activity is performed.

LANGUAGE DEVELOPMENT

Language development continues from birth to death. Oral communication involves both receiving and sending messages. Most people spend more time listening than speaking. Through directed listening activities the children become more aware of their auditory sense, improve their ability to discriminate between different sounds and receive information while increasing their vocabulary.

This area places great importance on helping children learn many skills of observing and listening in order to receive and recall communication from others. Language is the key to expression.

Title: A Child's Day

Objective: The child will be able to express himself about the events of the day.

Rationale:
1. To be able to communicate with others.
2. To enhance a time concept.

Materials: None

Learning Activity:

1. Sit down with the child.
2. Ask the child "what happened at school today"?
3. Allow the child to respond.
4. Ask "what did you eat for lunch"?
5. Allow the child to respond.
6. Ask, "did you have a good time at school"?
7. Allow the child to respond.
8. Engage in a conversation with the child so that he might learn to express himself.

Assessment:

1. Was the child able to tell what events took place that day?
2. Did he communicate in complete sentences?
3. What communicative skills needed improvement?

Title: Color Card Walk

Objective: The child will find an object to match the color of his card.

Rationale:
1. To improve perceptual skills
2. To improve eye-hand coordination

Materials: Eight (8) pieces of construction paper two to three inches square. (Use a variety of colors).

Learning Activity:

1. Go for a walk with the child.
2. Have the child carry a color card.
3. Locate objects of the same color found on the cards somewhere in the house.

4. Have the child find objects that match the color of the card in his hand.

5. Record the number of objects the child matches.

Assessment:

1. Was the child able to find an object to match the color of his card?

2. Ask the child to name the color he sees.

Note: This activity can be implemented inside the house also.

Title: "Find The Old Maid"

Objective: Each child matches objects that are alike

Rationale: 1. To improve perceptual skills.

2. To increase vocabulary.

Materials: Old Maid Cards and tape.

Learning Activity

1. Give the child one set of Old Maid Cards out of the two sets.

2. Tape the other set of cards around the kitchen (Place them so that they can be found).

3. Demonstrate to the child how to go and find the card to match the one he has in his hand.

4. Let the child try.

5. Have the child search for the card that is exactly like one of the ones you have given him.

6. Have child search until he finds every pair.

7. Last of all, have him find the "Old Maid" and add her to the pile.

Assessment:

1. Was the child able to match the objects that were alike?
2. Did the child have difficulty picking out any of the objects? If so identify.

Title: Hear the Noise

Objective: On a walk each child will name sounds they hear.

Rationale:
1. To stimulate auditory reception.
2. To improve auditory localization.

Materials: None

Learning Activity:

1. Name several noises that can be heard on a walk.
2. On a walk say, "Do you hear the noise?" (airplane, train, car horn, etc.)
3. Ask questions, "what do you hear?"
4. After the walk ask the child to name the sounds heard on the walk.

Assessment:

1. Was the child able to name the sounds he heard?
2. Did the child listen for a long or short period of time?

Title: Follow Directions

Objective: The child will repeat the action demonstrated by the adult.

Rationale:
1. To improve auditory memory and listening skills.
2. To stimulate skills in following directions.

Materials: Simple Simon Record, record player, or any three-part direction.

Learning Activity:

1. Demonstrate, watch me and I will show you what to do.

   a. Simon says stand up (have the child stand up after you).

   b. Simon says raise your right hand (have the child raise his right hand after you).

2. Have the child show the action to you.

   a. Simon says stand up (child stands up)

   b. Simon says raise your right hand (child will raise right hand along with you).

3. Play the record again and let the child follow directions without any instructions from the adult.

Assessment:

1. Was the child able to repeat the action demonstrated by the adult?

2. Did the child follow directions?

SOCIAL-EMOTIONAL DEVELOPMENT

How do children learn to recognize their emotions? The environment that a child is reared in has much to do with his social-emotional development. What one says and does in the presence of a child will have a major effect on what the child becomes. Each child develops his own personality through his relationships with others.

The socializing process has much to do with skills such as: taking turns, giving and receiving help from other children and adults, sharing, and playing cooperatively. Love, anger, and fear are some of the emotions that children must learn to recognize and handle. This area and its functions have much impact on children's lives whether they will be accepted or rejected in society.

Title: Shadow on The Wall

Objective: Each child will view himself

Rationale: To enhance a positive self-concept

Materials: None

Learning Activity:

1. Demonstrate: Show your shadow on the wall.
2. On a sunny day (early morning or late afternoon) let the child experiment with seeing his own shadow against a wall.
3. Encourage him to change the position and movement of his shadow by hopping, jumping, running, etc.
4. Have the child say, "See my shadow."

Assessment:

1. Was the child able to recognize his own shadow?

Title: "I See Myself"

Objective: Each child will recognize himself when looking in the mirror.

Rationale: To enhance a positive self-concept

To improve social skills

Materials: A mirror

Learning Activity:

1. Let the child look in the mirror after getting dressed.
2. Allow the child many opportunities to look at himself in a mirror.
3. Let the child look in the full length mirror.
4. Have the child say "I see my leg, etc." (child may name a part of his body).

Assessment:

1. Was the child able to say, "I see a part of my body, etc.?"

Title: "Who Am I"

Objective: Each child will recognize his name when being called.

Rationale: To aid in developing a positive self-concept

To improve social skills.

Materials: None

Learning Activity

1. When talking to the child always call him by his/her name, not a nickname.
2. Example: John, please pick up your toys (positive).
   Boy, pick up those toys (negative)

Assessment

1. Did the child respond positively to the use of his name?

Title: Mine

Objective: The child will recognize his name printed on his personal items.

Rationale: To enhance a positive self-concept

To improve social skills

Materials A mirror, a comb, a toothbrush, a toy box, and toothpaste.

Learning Activity:

1. Label some personal items of your child's (print his/her name on these items).

2. Have the child identify these items as he uses them (mirror, comb, etc.).

Note: This will give the child a sense of pride in caring for his personal items.

Assessment:

1. Was the child able to identify his personal belongings.

Title: My Picture

Objective: The child will be able to recognize and care for his personal items.

Rationale: To enhance a positive self-concept

To improve social skills.

Materials: Camera, picture of child, scrapbook, glue, and ink pen.

Learning Activity:

1. Take a snapshot of your child.

2. Have a special book at home where you keep all of his work (paintings, drawings, etc.).

3. Place a snapshot of the child on his book cover.

4. Print his name under it.

5. The child will use his personal items whenever necessary.

Assessment

1. Was the child able to appreciate the fact that he had his own special places?

Title: My Special Place

Objective: Each child will recognize his name printed on the placemat.

Rationale: To instill a positive self-concept and improve social skills.

Materials: Table, chair, table place cards, and a mark-a-lot.

Learning Activity:

1. Give everyone a special chair to sit in at the family table.

2. Print each person's name on the placemat in front of his chair.

3. Especially make your child aware of the fact that his name is on his chair and placemat because he sits in the same place daily.

Assessment:

1. Did the child like his own placemat?

2. Did the child like sitting in his special chair?

3. Was he able to recognize his name in print?

Title: "Dress Up"

Objective: Each child will play dress up by putting on adult clothes and imitating a particular adult.

Rationale: To enhance creativity.

To improve social skills.

Materials: Old clothing (dresses, skirts, blouses, etc.)

Learning Activity:

1. Say to your child "Let's dress up today."
2. Have children dress up and role play according to the clothing he chooses.
3. The child can wear a dress and be a mother for a while.
4. Let the child wear pants and jacket and be a daddy for the day.
5. Let the child be what he wants to be, etc.

Assessment:

1. Did the child want to dress up?
2. Did the child role play while he was dressed up?

Title: Helping Out

Objective: Each child will share responsibilities around the house.

Rationale: To improve social skills

To enhance sharing skills

Materials: Edible vegetables, table, and chairs.

Learning Activity:

1. Give each child a job to do during dinner time.
2. Let each child take turns helping to set the table.

3. Let each child help prepare dinner.

4. Let children take turns in doing different jobs.

5. Have children do different tasks on the days designated.

Assessment:

1. Did the child want to share jobs?

2. Was the child willing to share?

Title: We Can Play Together

Objective: Each child will play cooperatively.

Rationale: To improve social skills

To learn to share

Materials: A Ball

Learning Activity:

1. Invite other children to come over to your house to play kick ball.

2. Set up simple rules.

   a. Kick the ball to the person on the other side of the side walk.

   b. Then kick the ball back.

   c. Pass the ball to the next person down the line.

   d. Then let those two people kick the ball to each other.

3. Then serve cookies and milk - teach the child to play and share with other children.

4. Let the child know the entire plate of cookies belong to him but he must share with this playmates.

Assessment:

1. Did the child act selfish during the games?

2. Was the child willing to play and share with the other children?

PERCEPTUAL DEVELOPMENT

This area includes the development of what a child perceives or what he knows. A variety of activities should be planned to provide a challenge to the children based on the individual child's knowledge and stage of development. Children must learn to express themselves clearly and precisely. The accumulation of confidence and time does lead to more self-expression.

It is important that children be given an opportunity to use concepts in which they are exposed through their environment. This area also encumbers the cognitive development and the socialization process.

Title: Mountian Slide

Objective: The child will count 10 objects

Rationale: To encourage counting

To give the child an enjoyable counting experience.

Materials: Blocks

Learning Activity

1. Explain the object of the game.
   a. Demonstrate. Place one block on top of the others; count to ten while stacking the blocks.
   b. Knock the blocks over calling out "mountain slide."
2. Have the child count ten (10) blocks.
3. Have him stack one block upon the other.
4. Have the child count out loud as he stacks the blocks.
5. Then have the child knock the blocks over calling out "mountain slide."
6. Continue until the child gets bored.

Assessment:

1. Was the child able to count 1-10.
2. How did the child react to knocking over the blocks?

Title: Name the Card

Objective: Each child will name the color of a card.

Rationale: To enhance perceptual development

To improve visual discrimination.

Materials: The color cards (primary colors used initially. Secondary and natural colors can be used when the child is ready).

Learning Activity:

1. Give the child a set of color coded cards.
2. Have the child name the colors that he can.
3. As the child names the card have him give it to you.
4. Then, have him find something in the house or room that is the same color of the card he has named.
5. When he brings it back, show him the card and ask if its the same color.

Assessment:

1. Was the child able to find a color to match the card in his hand?
2. Was the child able to name most of the colors?

Title: Big Blocks, Little Blocks

Objectives: The child will recognize big and little blocks.

Rationale: To increase perceptual development

To be able to discriminate between large and small.

Materials: Large blocks and small blocks

Learning Activity:

1. Give the child a set of large and small blocks mixed together.
2. Take out a big block and say, "I need all the blocks like this big one over on this pile."
3. Then say, "find another big block, the same as this big block."
4. Say "put the little blocks in this pile." (designate a specific place for each).
5. Have the child mix all the blocks into one pile again.
6. Say to the child, "get a big block for me."
7. Then say to him, "give me a little block." Continue until the child has used all the blocks on the table.
8. Allow him to play with the blocks alone for as long as his interest prevails.

Assessment:

1. Was the child able to put his hand on a small block upon request?
2. Was the child able to put his hand on a large block upon request?

Title: Paste a Shape

Objective: Children will sort and paste big and little shapes.

Rationale: To discriminate between big and little.

To encourage perceptual development.

To develop fine motor skills

Materials: Cut from construction paper big and little circles, squares, and triangles. Cut a big piece of paper and a little piece of paper.

Learning Activity:

1. Place all of the pieces of paper, big and little, on the table in one pile.

2. Have the child sort out all the little shapes from the big shapes in the pile.

3. Have him place the big shapes in one place on the table and the little ones in another.

4. Then have the child paste the little shapes on one sheet of paper.

5. Have the child paste the big ones on another sheet of paper.

6. Print the word big on the sheet of paper containing the big shapes.

7. Print the word little on the sheet of paper containing the little shapes.

8. Hang the sheet of paper containing the big shapes on the bulletin board or wall beside the paper containing the little ones.

Assessment:

1. Was the child able to distinguish between large and small shapes?

2. Was the child able to paste the little shape on the correct little sheet?

3. Was the child able to paste the big shape on the correct big sheet?

Title: My Body

Objective: Each child will name his body parts.

Rationale: To enhance perceptual skills

To recognize parts of the body

Materials: None

Learning Activity:

1. In the mornings when you dress your child or he dresses himself have him name the body part which he is dressing.

2. Also have him name the piece of clothing that he is putting on.

3. Example: This is my arm - I am putting on shirt.
   Example: This is my leg - I am putting on my socks.

Assessment:

1. Was the child able to name his arm?

2. Was the child able to name his leg? Etc.

Title: Let Me Create

Objective: Each child will create a picture using macaroni.

Rationale: To enhance creativity

Materials: Glue, macaroni, paper (newspaper, construction paper, white paper, etc.).

Learning Activity:

1. Set up materials (glue, macaroni, paper) on the floor or table, a place comfortable for you and the child.

2. Let the child create a picture out of the macaroni.

3. Demonstrate by creating a picture of your own.

4. Let the picture dry and display it in the child's room.

Assessment:

1. Was the child able to create a picture from the materials?

2. How long did the activity hold the child's attention?

Title: My Size

Objective: Each child will arrange objects from smallest to largest or largest to smallest.

Rationale: To develop skills in sequential order

To improve reasoning skills

Materials: Dime, nickel, quarter, half dollar, different buttons same size

Learning Activity:

1. Give the child a dime, nickel, quarter, and a half dollar.
2. Demonstrate by showing the child the largest coins and the smallest coins.
3. Arrange the coins from the smallest to the largest.
4. Let the child see this arrangement.
5. Pick the coins up.
6. Let the child arrange the coins in the smallest to largest order.
7. Now, let the child arrange the coins from the largest to the smallest.
8. Let the child arrange the buttons from the smallest to the largest and then from the largest to the smallest.

Assessment:

1. Was the child able to arrange the coins from smallest to largest?
2. Was the child able to arrange the buttons from largest to smallest?

Title: Paint Please

Objective: The child will create a design using paint and brush.

Rationale: To enhance creativity

To improve perceptual skills

Materials: Paint (waterbase), paper bags, and paint and brushes.

Learning Activity:

1. Purchase a set of water base paints.
2. Collect a supply of large paper bags.
3. Tear the paper bags into a large piece by tearing along the seams.
4. Tape the paper bags against a door or any other upright object.
5. Tape the paper at the child's eye level.
6. Give the child the paints and the brushes.
7. Say to the child, "let's see what a beautiful picture you can paint using your paint and brushes."
8. Let the child create a design of his own.

Assessment:

1. Was the child able to create a picture?
2. How long did the activity hold the child's attention?

Title: Noisy Can

Objective: After listening to several cans containing different items (two of which have the same sound), the child will be able to listen and recognize the cans with the same sound.

Rationale: To stimulate and improve auditory reception and localization.

To improve sound discrimination.

Materials: 7 - 35 minutes film cans, rice, paper, paper clips, safety pins or whatever is available.

Learning Activity:

1. Put rice in one can, 2 paper clips in another and six strips of paper in the third.

2. Have children listen to each sound that the objects make while shaking the cans.

3. Put 1 spoon of rice, 2 paper clips and six strips of paper in each of the other three cans.

4. Have children listen to each sound, while shaking the cans.

5. Have a child find the cans that sound the same.

6. Ask the child which two cans sound alike.

7. After the child matches cans he thinks sound alike, have him look inside the cans to see if items on the inside are the same.

Assessment:

1. Was the child able to match the sounds that were alike?

2. Was the child able to distinguish between the sounds?

Title: Soft and Loud

Objective: The child will distinguish between loud and soft.

Rationale: To improve sensory stimulation skills

To improve perceptual development

Materials: None

Learning Activity:

1. Sit down with your child.

2. Demonstrate a loud clap.

3. Demonstrate a soft clap.

4. Ask your child to clap his hands softly.

5. Ask your child to clap his hands loudly.

6. Now, clap loudly. Ask your child, "can you tell me whether the clap was loud or soft?"

7. Clap softly. Ask your child, "can you tell me whether the clap was loud or soft?"

Assessment:

1. Was the child able to distinghish between loud and soft?

2. How long did the activity hold the child's attention?

REASONING DEVELOPMENT

Reasoning is a source for solving everyday problems. This is the process that makes ones thinking ability keener. Reasoning involves classification, associated objects, part-whole relationship. Activities to develop these types of skills are very important to enhance the problem solving skills in young children. Children need help in beginning to think out things for themselves.

Title: Rough and Smooth

Objective: Each child will distinguish between rough and smooth.

Rationale: To stimulate tactile awareness.

To increase tactile discrimination.

Materials: Sand paper, silk, cotton, wool, satin, wood, etc.

Learning Activity:

1. Cut several 4-inch squares of one of the following materials: sandpaper, silk, cotton, wool, satin, and wood.
2. Demonstrate stacking squares in one pile that is rough or smooth.
3. Make a pile for the rough items and a pile for the smooth items.
4. Have the child feel the materials.
5. The child will tell you which squares are rough and which ones are smooth.
6. Place the squares in the pile according to how they feel, rough and smooth.
7. Then, cut out pictures of smooth and rough objects.
8. Let the child look at the pictures.
9. Ask the child whether the object on the picture is smooth or rough.

Assessment:

1. Was the child able to distinguish between rough and smooth?

Title: The Clothes Pin Game

Objective: Each child will count from 1 to 5

Rationale: To enhance reasoning skills

To improve counting ability

Materials: A square piece of cloth or paper 8" x 8", clothes pins, mark-a-lot, container for clothes pins.

Learning Activity:

1. Talk about the square first.
2. The child will look at the number of dots written on the square.
3. Ask, "How many pins will you clip on to the square?"
4. Have the child continue until he puts the number of clothes pins on each of the squares that is written on the squares.
5. Then let the child count 1 to 10 by pointing to the square.

Note: You may begin with 1 to 5 and progress up to 10.

Assessment:

1. Was the child able to count 1-5?
2. Was the child able to count 1-10?

Title: Building A Tower

Objective: Each child will count out loud while building a tower

Rationale: To enhance reasoning skills

To encourage counting

Materials: Building Blocks

Learning Activity:

1. Give each child a box of blocks.

2. Demonstrate how to build a tower, also show child how a tower looks.

3. Tell the child to build a tower.

4. Have him open his box of blocks.

5. Have him place one block on the floor.

6. Then you place a block on top of that one.

7. Alternate placing blocks until the tower falls.

8. Count out loud as each of you place a block.

9. Then, let the child build a tower by himself.

Assessment:

1. Was the child able to count the blocks?

2. Was he able to build a tower?

3. Did the child follow directions?

Title: What Happened?

Objective: Child will recognize the different states that jello can go through.

Rationale: To stimulate reasoning skills.

Materials: Stove, water, refrigerator, jello, bowl.

Learning Activity:

1. Let the child see the first state of jello (powder).

2. Pour the jello in a bowl.

3. Boil some water.

4. Add the water to the powdered jello.

5. Discuss why hot water dissolves the powder.

6. Look at the state of the jello when kept at room temperature.

7. Have the child identify the jello as a liquid.

8. Then look at the jello after refrigeration.

9. Have the child identify the firm jello.

Assessment:

1. Was the child thrilled by the different states the jello went through?

2. Was the child able to recognize the different stages jello goes through?

Title: Big Ball, Little Ball

Objective: Each child will roll out big balls and little balls.

Rationale: To improve fine motor development

To stimulate reasoning skills

Materials: Modeling Clay

Learning Activity:

1. Give the child a can of modeling clay.

2. Let the child feel the clay.

3. When the child is playing with the clay, ask him to roll out big and little balls.

4. Say to the child, "Point to the big ball."

5. Say to the child, "Point to the little ball."

6. Let him play with the clay on his own to see if he will discover something different, if not, let him play until he tires of the activity.

Assessment:

1. Was the child able to point to the big ball?
2. Was the child able to point to the little ball?

Title: Fake Tea Party

Objective: Each child will recognize a taste

Rationale: To stimulate tasting skills

To improve reasoning discrimination

Materials: One pitcher filled with sugar water, one filled with plain water, paper cups, and food color.

Learning Activity:

1. Place two cups in front of the child, one filled with a little sugar water and one filled with a little plain water.
2. The child then tastes them and decides which one has a taste (one cup will be tasteless).
3. Add a drop of food color to one of the cups.
4. The child then tastes again to see if they taste different, (one cup will be tasteless).

Assessment:

1. Was the child able to distinguish between plain and sugar water?
2. Was the child able to distinguish plain and sugar water once food coloring was added?

Title: Day or Night

Objective: Each child will distinguish between day and night

Rationale: To improve reasoning skills

To improve distinguishing skills

Materials: Pictures cut from a magazine of day and night scenes.

Learning Activity:

1. Cut out several pictures of day and night from a magazine.
2. Describe some characteristics of day and night to the child.
3. Have the child point to the pictures of day time.
4. Have the child point to the picture of night time.
5. Ask the child to name some of the characteristics of day and night.

Assessment:

1. Was the child able to distinguish the day picture from the night picture?
2. Did the child say what took place at night/day according to pictures?

Title: Tasty Cookie

Objective: Each child will name the cinnamon tastes.

Rationale: To improve reasoning skills

To arouse taste buds

Materials: Vanilla wafers, sugar, powdered sugar, brown sugar, cinnamon.

Learning Activity:

1. Set out some cinnamon and other sweet spices.
2. Set out the vanilla wafers.
3. Let the child spice his vanilla wafers. (Let the child choose the spice he wants to spread on his vanilla wafer).
4. When the child tastes cinnamon, ask what kind of cookies they made? Ask the child how does the cookie taste?

Assessment:

1. Was the child able to distinguish between the spices?

Title: How Many

Objective: The child will count four pieces of fruit

Rationale: To enhance reasoning

To encourage an enjoyable counting experience

Materials: An apple (any fruit)

Learning Activity:

1. When serving a snack, cut an applie into pieces.
2. Show the child a whole apple.
3. Ask the child "What is this, a half or a whole apple?"
4. Cut the apple into four pieces.
5. Ask the child, "How many pieces do you see?" Counting with your assistance.
6. Have the child count the number of pieces from the apple with your assistance.
7. Let the child eat the apple.
8. Respond positively to the questions the child asks also to the answers the child gives to questions.

Assessment:

1. Was the child able to count the pieces of apple?

Title: Which is Which

Objective: Each child will recognize the difference in the biggest and the smallest.

Rationale: To improve reasoning skills

To enhance the big-small concept

Materials: Blocks

Learning Activity:

1. First, put the blocks out.
2. Demonstrate how to build a tower.
3. Build two or three towers of different heights.
4. Ask the child to "point to the biggest tower."
5. Ask the child to "point to the smallest tower."
6. Then change the heights by adding or removing cubes.
7. Ask the child to "point to the biggest tower."
8. Ask the child to "point to the smallest tower."

Assessment:

1. Was the child able to point to the biggest tower?
2. Was the child able to point to the smallest tower?

Title: Faces Tell

Objective: The child will be able to express his feelings about pictures of people with different facial expressions.

Rationale: To improve visual discrimination

To stimulate the sense of sight

Materials: Pictures cut from a magazine, showing a variety of emotions, and a mirror.

Learning Activity:

1. Have the children choose the picture he wants to talk about.
2. Say, "tell me about this picture." (child's home)
3. How do you think this person feels? (happy, sad, crying, laughing, etc.). What can you think of that might have caused him to feel this way?
4. Is there a picture that reminds you of some way you once felt?
5. Find a picture that shows how I might look if I had fallen off my bike and cut my knee. Is there a picture that shows someone looking like that?
6. Then let the child look in the mirror and make different facial expressions - then have the child express himself concerning the facial expression.

Assessment:

1. Did the child express his feelings about the facial expressions of the people shown in the picture.
2. Did the child use words to express his feelings such as: happy, sad, crying, laughing, etc.

Title: Do You Remember?

Objective: The child will re-tell a story read to him

Rationale: To improve attention span

To improve memory span

To improve communication skills

Materials: A book

Learning Activity:

1. Have the child sit next to you in a comfortable place and read him a bedtime story.

2. Set the mood for the story by asking the child questions about the story.

3. Read the story with as much expression as possible.

4. Ask questions like, "what is your favorite character? What did the main character do? How did the story begin? How did the story end? Where did the story take place (setting)?"

Assessment:

1. Was the child able to re-tell the story?

2. Did the child add experiences that had happened to him after hearing the story?

Title: What do You See from the Window

Objective: Children will name objects they see outside of the window.

Rationale: To develop eye contact

To improve vocabulary

Materials: None

Learning Activity:

1. Take the child to the window.

2. Ask the child to name things he sees.

3. Ask the child to describe objects that he sees. Responses expected might be: It's big or little. Name its color.

Assessment:

1. Did the child name objects that he saw outside the window?

2. Did the child use words to express himself such as: big, little, red, yellow, green, etc.?

Title: Name Me

Objective: The child will draw a picture and tell a story about it.

Rationale: To stimulate the child's sense of sight

To improve fine motor skills

Materials: Crayons and paper

Learning Activity:

1. Give the child a sheet of paper and a box of crayons.
2. Ask the child to draw a picture.
3. Once the child has finished the picture, ask the child to tell you a story about this picture.

Assessment:

1. Did the child draw a picture?
2. Was the child able to tell a story about the picture he had drawn?

PSYCHOMOTOR DEVELOPMENT

Young children need many experiences in the area of psychomotor development. Physical development depends on experiences that enhance growth. Activities should be included in the curriculum that involve those physical skills that are connected to a child's mental ability through active indoor and outdoor play through which a child gains better control.

A child is proud of his physical accomplishments that in turn contribute to his good health, through making, building and painting activities. All young children need to engage in activities that will both exercise, develop and coordinate their muscle skills.

Title: In The Basket

Objective: The child will throw and/or bounce a ball

Rationale: To improve gross motor skills.

To develop muscle strength and coordination.

Materials: Ball and basket

Learning Activity:

1. Say to the child, "we are going to play a game."
2. Place a basket in front of yourself.
3. Say, "the object of the game is to throw the ball into the basket (demonstrate)."
4. Say, "let me see you throw the ball into the basket."
5. Place a basket in front of the child.
6. Let the child continue throwing the ball into the basket until he tires.
7. Next, let the child try and bounce the ball into the basket; demonstrate if necessary.

Assessment:

1. Did the child throw and/or bounce the ball in the basket?
2. Did he need assistance with throwing and/or bouncing the ball?

Title: Build Me

Objective: The child will build a structure from building blocks.

Rationale: To improve fine motor skills

To improve eye-hand coordination

Materials: Building blocks

Learning Activity:

1. Sit down to a set of building blocks with the child and share them.
2. Build a structure familiar to the child.
3. Explain each step as you perform it.
4. Place the blocks in front of the child and let him build a structure.
5. Ask the child to explain the use of the structure he has built.
6. Leave the child and let him build and tear down until he tires of working with the blocks.

Assessment:

1. Was the child able to build a structure from the building blocks?
2. Was the child able to describe the structure?

Title: Running Tag

Objective: The child will run in a pattern dictated by the adult.

Rationale: To improve gross motor skills

To increase breathing longevity

Materials: A ball

Learning Activity:

1. Place the ball at one end of the yard.
2. Stand next to the child at the other end of the yard.
3. The adult will run, pick up the ball and bring the ball back to the child.
4. Have the child run and place the ball near the same spot (demonstrate, if necessary).
5. Now, have the child run pick up the ball and bring it back to you.
6. Continue this game until the child is tired.

Assessment:

1. Did the child perform the task, follow directions?
2. Did the child run and place the ball at the other end of the yard?

Title: Figure 8

Objective: The child will ride a scooter in a given pattern.

Rationale: To improve gross motor skills.

To develop muscle strengths and coordination

Materials: Tricycle, scooter, etc.

Learning Activity:

1. Take the child outside.
2. Design a figure eight with the use of soda cans.

3. Have the child ride the scooter through the cans designed in a "figure 8."

4. Let the child ride through this figure eight design.

5. Let the child see how fast he can go on the new course.

Assessment:

1. Did the child ride the scooter in the selected pattern?

2. Was it necessary to give him assistance?

3. How long did the activity hold the child's attention?

Title: Jump, Hop and Run

Objective: The child will run, jump or hop according to directions.

Rationale: To develop weight discrimination

To improve gross motor skills

Materials: None

Learning Activity:

1. Demonstrate the act of jumping.

2. Have the child jump along with you.

3. Have the child jump up high.

4. Jump along with the child.

5. Have the child jump alone.

6. Have the child jump around the house to the back door.

Variation # 1

1. Demonstrate the act of hopping.

2. Have the child hop along with you.

3. Hop along with the child.

4. Have the child hop by himself.

5. Have the child hop along the front walk.

Variation # 2

1. Demonstrate the act of running.

2. Have the child run along with you.

3. Run along with the child.

4. Have him run the length of the yard.

Assessment:

1. Was the child able to follow directions?

2. Was he/she able to jump, hop and/or run?

Title: Walking the Line

Objective: The child will walk in a straight line

Rationale: To develop weight discrimination

To improve balance skills

Materials: Tape

Learning Activity:

1. Place a piece of tape 36 inches long someplace in the house where the child passes often (hall, kitchen, den, etc.).

2. Show the child how to walk on the tape (demonstrate).

3. Let the child walk on the tape.

4. Tell the child that every time he walks pass the tape to walk on the tape instead of by it.

5. The child will walk on the tape when walking in that area of the house.

Assessment:

1. Was the child able to walk in a straight line?
2. Did the child walk on the tape most times he passed by it?

Title: Messy, Messy

Objective: The child will create a picture using finger paint.

Rationale: To improve fine motor skills

To enhance creativity

Materials: Finger paint and newspaper

Learning Activity:

1. In the space that you have designated as a play area, put down several sheets of newspaper.
2. Place a large sheet of white paper on the newspaper.
3. Place two tablespoons of finger paint on the white paper.
4. Use your fingers to spread the paint and make a picture.
5. Let the child work in the finger paint to develop a picture.

Assessment:

1. Was the child able to create a picture by using finger paint?
2. Did the child work in the paint?

Title: Crossing the Stream

Objective: The child will demonstrate an understanding of inside or outside by walking inside or outside an arrangement of stones according to directions.

Rationale: To improve reasoning skills

To improve the skill of following directions

Materials: Blocks (large preferably)

Learning Activity:

1. Outside or inside: Place blocks at regular intervals (6 inches apart) to form stepping stones.

2. Demonstrate

   a. The adult will walk outside the pattern
   b. The child will walk outside the pattern
   c. The adult will walk inside the pattern
   d. The child will walk inside the pattern

3. Instruct the child to walk inside the pattern to cross the stream.

4. Instruct the child to walk outside the pattern to cross the stream.

Assessment:

1. Was the child able to walk inside and/or outside the arrangement of stones according to directions?

2. Did the child cross the stream?

Title: Kiss or Hit

Objective: The child will manipulate a ball by directions

Rationale: To improve gross motor skills

To develop muscle strength and coordination

Materials: Ball

Learning Activity:

1. Sit on the floor facing the child approximately 72 inches away.

2. Roll the ball to the child.

3. Say "roll the ball back to me."

4. Continue with the game until the child tires of the game.

Variation # 1

1. Sit on the floor facing the child approximately 72 inches away.
2. Bat the ball to the child.
3. Say "bat the ball back to me".
4. Continue with the game until the child tires of the game.

Variation # 2

1. Sit on the floor facing the child approximately 72 inches away.
2. Demonstrate the act of leaning and kissing.
3. Have the child to lean and kiss an imaginary object.
4. Say to the child "when I roll the ball to you lean and kiss it".
5. Roll the ball to the child.
6. Say "roll the ball back to me after you lean and kiss it".

Variation # 3

1. Sit on the floor facing the child approximately 72 inches away.
2. Push the ball to your child.
3. Say "push the ball back to me".
4. Continue the game until the child tires of the game.

Assessment:

1. Did the child manipulate the ball according to directions.
2. How long did the game hold the child's attention?

STAFF DEVELOPMENT

WRITING INDIVIDUAL EDUCATIONAL PRESCRIPTIONS

By

Bernice W. Stukes-Mose

In recent years emphasis has been placed on individual educational prescriptions. Teachers are asked to measure students' achievement levels in subject matter areas and to prescribe learning experiences for individual students. As a student progresses through learning experiences designed specifically for him, the teacher helps him to attain his goals according to his own abilities.

Goals and objectives should be stated in behavioral terms. That is, the performance criteria are specified for students as is the level for successful completion. Each written behavioral objective must specify an observable behavior or performance.

Our experiences in teaching have led us to believe that students possess different abilities in performing certain academic tasks. Individual abilities vary considerably from one content area to another. A student may be alert and perceptive in an arithmetic class, but not so able in spelling. If we would place the student at the same level in each subject, the content would be too easy for the student in some subjects and too difficult in others. As one looks at the student and his performance in school, serious thought should be given to intraindividual differences as well as interindividual differences. The peculiar differences found within the individual student or within a group of students can not be ignored.

Students do not possess equal abilities to accomplish scholastic tasks. Regardless of how students are grouped, a teacher must realize that students have varying abilities to accomplish tasks in the classroom.

Levels of difficulty and variations in style, approaches, and student performance are elements to be dealt with in prescribing learning experiences. To prescribe means to set down the direction for the students and teacher as well.

In order to prescribe tasks for the learner, it is necessary to consider a number of factors which must include an analysis of the learner, selection of learning tasks, an analysis of the learning tasks, testing for effectiveness, and revising for optimal educational growth.

Bernice W. Stukes-Mose, Ed.D., is Chairman of the Department of Habilitative Sciences at South Carolina State College. She received her B.A. from Morris College and the M.A. and Ed.D. from Columbia University Teachers College. She has served as Classroom Teacher, Special Education Teacher, Adult Education Teacher, Director of Special Education Summer School Workshops, Lecturer, Supervisor of Master Level Student Teaching, and Director of a Federal Project for Training Preservice and Inservice Teachers in Special Education.

Analysis of Learner

Students' rate of achievement will vary from subject to subject, even when the subjects are closely related, such as reading and spelling. The rate of learning as well as the aptitude for learning must be considered. A student should be expected to approach the numerous concepts and skills in a particular task with varying rates of interest. An analysis of the learner helps to determine such factors as language, style of presentation, choice of tasks, size of learning steps, and nature of sequence.

Academic Competence

Analyzing the learning will assist the teacher in achieving more precise knowledge of the learning process. Learning is defined as the changes in behavior resulting from experience. Learning is positive when the behavioral changes are growth promoting. Learning is negative when the behavioral changes are growth inhibiting. Individual education prescriptions focus on the students' acquisition of progressive changes in behavior leading to successful interactions with academic environments.

Teachers must be cognizant of the student's levels of current knowledge and skills in the subject matter areas, the backgrounds of experiences the learners have in the academic areas, and the learners' major misconceptions in the academic areas. Individual education prescriptions enable the teacher to visualize and plan for progressive changes in the students' behavior and the instructional process.

Attitudes

Professionals must be concerned about attitudes, since they cover a wide range of factors that could affect the overall performance of an individual. Obviously, students come to school or the learning environment with different sorts of attitudes—positive as well as negative. By and large, attitudes are influenced by parents, peers, teachers, and the community.

In structuring the learning situation, the teacher must be concerned about the general attitudes of the learners toward the instructional content. It is important to know how the learner feels—positive or negative—toward academic tasks, the teacher, and himself. The preferences of the learner, his likes and dislikes, direct attention to the teaching-learning process and successful outcomes.

Communication

Language, both oral and written, is important in the process of analyzing the learner and planning for individual instruction. It is not unusual

to find in a classroom students who speak Standard English and Non-Standard English. Often, teachers work with students who are bilingual or even those who do not speak the English language. In any case, it is necessary that the learner understands and be understood if communication is to be effective. Communication is subtle, complex and a perplexing process involved in all human relationships. Communication is most effective when it is two-way and provides for clarification, exchange of information and common understandings of individuals.

The environment plays a role in terms of receptive and expressive language. The language of the learner and his vocabulary level must be considered in planning for academic, social, and emotional experiences. The student's mode of communication should not serve as a barrier to learning.

Skills

Individualized education prescriptions would require teachers to keep records of students' progress toward academic goals and objectives for their levels of performance. The teacher could check the progress of a student in relation to goals and objectives. Either the student has demonstrated competency regarding certain knowledge or skills, or he has not. If he has not demonstrated competency, records should be reviewed in terms of remedial and revision procedures for the learner. Students are motivated to improve when they help set individual goals; for, as they achieve their goals, they experience satisfaction. Progress should be reviewed by teachers, parents, and students. The strengths and weaknesses may be noted so that students, with teacher and parent support, may identify their difficulties and work toward improvement and the development of specific skills.

Select Learning Task

Learning tasks should be suited to the needs and interests of the student. Today we have an information explosion and access to the greatest technological advances of all times. The utilization of modern technology will fall short of expectations unless there is systematic knowledge about the process of teaching and learning. The teacher must be able to select activities resource materials and media in the process of instruction. She must know how to teach a slow or unmotivated student as well as a highly motivated student.

In selecting tasks, it is often necessary to go beyond the content in textbooks in that the textbooks are not always suitable, probably because of lack of skills that are needed before the learner is ready for sequence materials as outlined in the textbook. To know the learner and provide tasks that will enable him to experience success are imperative in developing individualized educational prescriptions.

Analyze Learning Task

One may ask the question, "Why is there need for task analysis?" Teaching is an art that exercises talent and creativity. It is also a science that involves a repertoire of techniques, procedures and skills. It is essential that teaching be precise, but it is not likely to be precise if the teacher lacks the ability to analyze the learning task in relation to students' needs and abilities.

Task analysis is a preliminary step in instructional development. It is the means by which the instructional task is broken into various component subtasks. Task analysis froms the basis for both the construction of measuring instruments and the design of instructional materials. A task should be analyzed in terms of irrelevant and essential categories; and it should specify the skill that the learner is expected to acquire.

Design for Learner

An educational experience should be designed to enable the student to meet new situations more effectively. In individual education prescriptions, experiences are planned in sequence so that one experience serves as a step to the next. The appropriate selection of objectives and tasks will enable the learner to experience success. A student who has experienced success appears to be motivated to engage in activities of an exploratory character which at the same time show direction, selectivity, and persistence. When the student learns that his persistence leads to success, his self-concept is enhanced.

Strategies utilized in the process of designing a task for the learner may involve a number of multi-sensory approaches. The visual learner needs materials presented that would enhance his intake of cognitive abilities. Whatever mode is suitable to the student must be utilized to facilitate learning, and the students' learning styles must be considered.

Test for Effectiveness

Objectives form the basis for evaluation of instructional tasks and the learning performance. The nature of the objectives is one of the most important factors in the selection of instructional tasks. In the actual design of tasks for the learner, objectives provide corroboration of the relevance of instructional content and activities.

An educational prescription is deficient if there is no allowance made for evaluating its effectiveness or the effectiveness of its product. Emphasis should be placed on measuring and evaluating the learner's performance in relation to short-term and long-range effectiveness. If specific competencies have been listed for each instructional task, then the student should be evaluated as being competent or proficient as he demonstrates each competency.

The teacher must look carefully at the performance of the learner in terms of the objectives for instructional tasks, using the standard or criteria

tor evaluating the performance. This may be accomplished through observations, use of records, and administration of tests (formal, informal, teacher-made). An effective evaluation will determine whether there is need for reteaching or revising.

Revising

An individual educational prescription, which may be viewed as a process that employs an interdisciplinary approach to diagnosis, determines the educational relevance of the child's ability or disability and devises teaching procedures to yield positive results. An adequate educational prescription is based on an evaluation of the student, not only in relation to his problems but also in relation to his interest, desires or needs which could motivate a positive result in the learning environment.

Revision is a process which should involve both student and teacher in the improvement of performance. The emphasis should be placed on what additional things the learner needs to know, or what he is capable of doing in order to attain the criterion performance. In the process of revising, the effective teacher will use discretion as she prescribes instructional tasks designed to reinforce specific skills. One source of boredom, for students who have not achieved a specific goal is the low interest value of tasks that are geared to their academic levels and not to their interest levels. A task with meaningless incentive will prove unstimulating to the learner.

Developing Instructional Objectives

Particular attention has been given to the necessary steps that the teacher follows in writing an individual educational prescription. Reflected throughout this paper has been a concern for planning for optimal instruction and learning experiences.

The skill of writing instructional objectives in behavioral terms is basic to specifying individual educational prescriptions. The development of objectives has been in existence for many years. However, increased attention has been given to the development and use of behaviorally stated instructional objectives. Teachers who become skillful in writing behaviorally stated instructional objectives will enhance their efforts in individualizing instruction. The teacher, in addition, must be able to analyze learning tasks based on the knowledge of the learner characteristics and plan teaching strategies that are commensurate with the learners' needs. Also, it is necessary that the teacher assess the learners' performance to determine the level of competency attained on prescribed tasks. An advantage in making efficient use of behaviorally stated objectives is the capability of breaking down a skill or concept into specific tasks.

Figure 1-1

ANALYSIS OF LEARNER

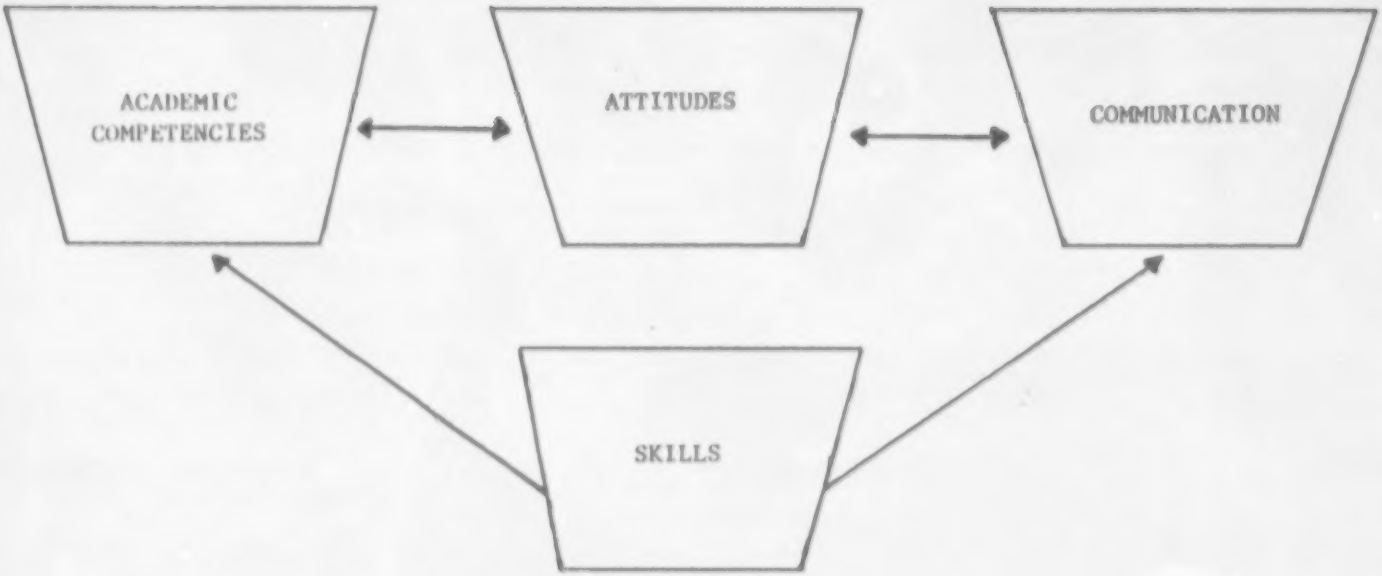
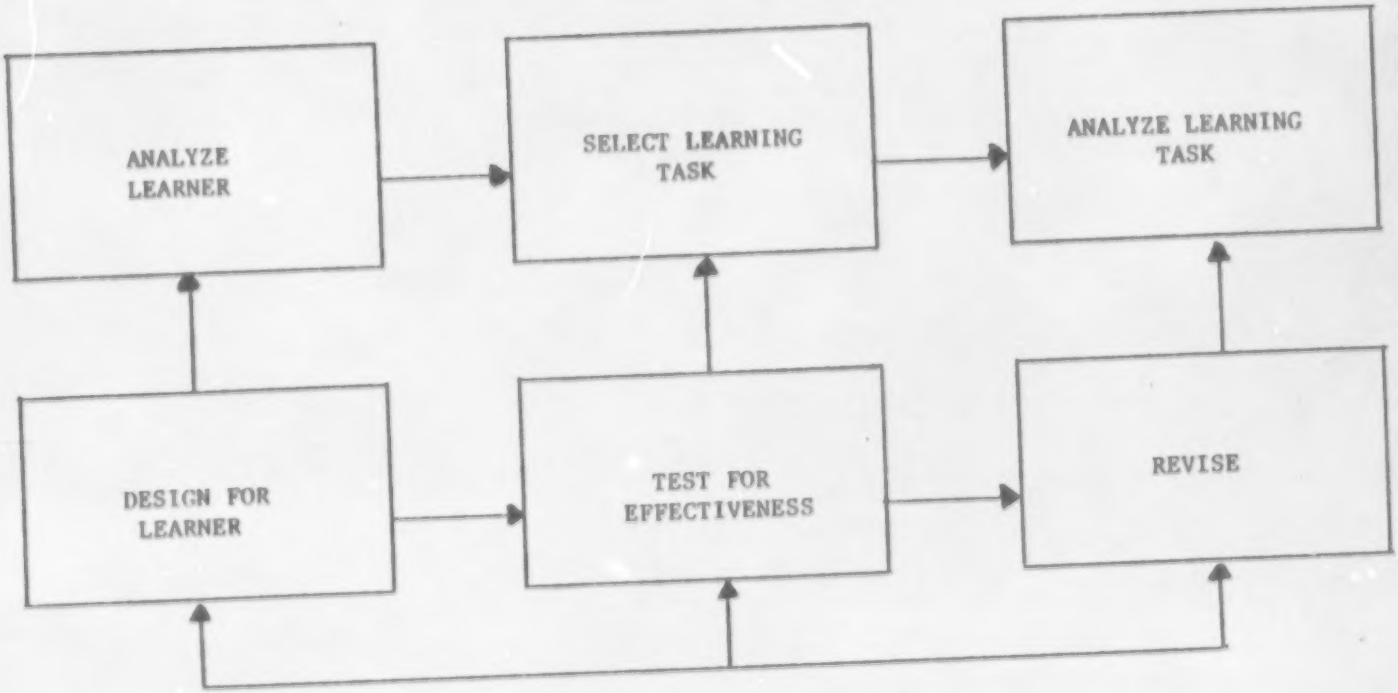


Figure 1-2

INDIVIDUAL EDUCATIONAL PRESCRIPTIONS FLOW CHART



Behaviorally stated objectives must include three major components, suggests Mager. These components are:

1. *Description* - The behavior that the teacher wants the student to perform must be described in specific terms, i.e., to list to write, to compare, to count, and so forth.

2. *Condition* - The condition under which the student is expected to perform must be indicated. In other words, what will be given as a means of demonstrating the learner's performance?

3. *Evaluation* - The level of performance acceptable as successful attainment of the objective must be specified.

Instructional objectives must be clearly stated, conveying the intent of the task in relation to the learner's performance. Furthermore, the relevance and appropriateness of an objective for the learner must be given consideration.

The teacher may want to analyze the following objective in relation to the three basic components previously listed:

> Given an Individual Education Prescription Form, the teacher will be able to fill in the first four columns with 95 percent accuracy. (See fig. 1-3)

Designing an Individual Education Prescription

A written individual education prescription is a synthesis of several elements which include assessment information, student's needs, goals and objectives, task analysis, teaching strategies, and appropriate resources. The focus is on academic and behavioral skills to be taught, as well as mastery of such skills. The objectives should be stated in terms of the student's performance, descriptions of methods or techniques for presenting learning task to the student, and the evaluative criteria used to determine whether or not anticipated levels of attainment have been achieved.

Task analysis is the process of breaking down, describing, and sequencing the essential sub-tasks, when all the sub-tasks are listed for a behavioral objective, and instructional sequence has been established.

There is a variety of forms and formats used for writing individual educational prescriptions. You may design a form that would be appropriate to your educational program

Summary

Individual educational prescriptions must be student-centered, humanistic, and task-oriented. Effective educational planning depends on assessment of all students in the class to identify those who are academically able as well as those who are deficient in the basic skills such as reading, mathematics, and social interaction. Establishing goals and objectives for students according

to their levels of performance provides the means for educational development and growth.

Professionals must overcome some barriers if individual educational prescriptions are to become an effective vehicle in teaching. Some of the most prominent barriers include the teacher's belief in mass-teaching methods, fear of change, and a lack of effective in-service program for teachers.

Figure 1-3

INDIVIDUAL EDUCATION PRESCRIPTION

Name of Student_____

Date of Birth_____Age_____Grade_____

Person(s) Writing Prescription_____

_____

Goal Statement_____

_____

_____

Instructional Objectives:_____

_____

Comments:

References

Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto, California: Fearon Publishers, 1962.

Meyen, Edward L. (Second Edition). *Developing Instructional Units*. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1976.

Musgrave, Ray G. *Individualized Instruction: Teaching Strategies Focusing on the Learning*. Boston, Mass.: Allyn and Bacon, Inc., 1975.

Pasanella, Ann Langstaff and Volkmor, Cara B. *Coming Back... Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream*.

Peter, Laurence J. *Individual Instruction*. New York: McGraw-Hill Book Company, 1972.

Popham, W. J. (Ed.) *Criterion Referenced Measurements: An Introduction*. Englewood Cliffs, New Jersey: Educational Technology Press, 1971.

Vermon, W. M. *Motivating Children*. Holt, Rinehart and Winston, 1972.

INTERPERSONAL COMMUNICATION FOR TEACHERS AND STAFF PERSONNEL OF PRE-SCHOOL CENTERS FOR THE HANDICAPPED

By

Allene B. Lawson, M.S.

This is a world of many facets. These include hopes, ambitions, human behavior, and levels of communication. The staff of the Preschool Demonstration Project for Handicapped Children must deal with all of these. The most important is communication, for through your communicative techniques, you will be able to relate to your pupils and their parents. The non-verbal dimension is important to all pre-schoolers, to mildly handicapped pre-schoolers and most important to the severely/profound handicapped.

A jingle from my own garden of verse seems appropriate here:

Mama took me to the doctor
but
his face was mean and hard
I could never really tell him where it hurt
and, I was always sick

Daddy took me to see Grandma and she tried to smile
but
all the time her eyes looked at my crippled arms

I went to see my teacher looking for a friend
but
all the time she let me see she thought I had a crippled mind

I wonder what life would be like if I was hugged
like sis or smiled upon like brother Joe
I might not like it any better
but
I wish I had a chance to know

Allene B. Lawson, M.S., is Assistant Professor of English at Fort Valley State College. Prior to coming to Fort Valley she was a high school English teacher and a high school counselor. She received the B.S. and M.S. degrees from Fort Valley State College.

As this jingle suggests, the non-verbal system is complex, but more visible than any other to pre-schoolers of any status who lack our vocabulary, but understand perfectly our body movements, or kinetics as they are sometimes called. They sense our rejection before we are aware of it. Can you remember going to interview a family and "stopping short" when you saw the child whose application you were processing? If you didn't, your pre-school client did. He noticed your raised eyebrow that you quickly lowered and he knew he looked different. He noticed your pause when he answered your question and he knew when you looked out the window that he was rejected. He knew that you smiled freely when his brother held your hand but it was a few seconds before you could smile at him when he imitated his brother's movements.

Pre-schoolers are also particularly sensitive to "touching behavior." It represents the full range of emotions and is an important reinforcement. It can say "I like you," "You did a good job," "I love you," "I hate you," "I'm glad you're here," and "I'm sorry you must go." It should be sincere; if not, it should be handled with care.

Your non-verbal, as well as verbal communication with your students will produce one of two kinds of reactions from them— negative or positive. Their negative reactions come in the form of defensive behavior and their positive reaction is mirrored in supportive behavior.

If you seem to be judging negatively, attempt to manipulate, are lacking in concern, and lacking in tolerance your students are defensive. However, if you appear to encourage rather than judge, to be genuinely concerned and tolerant in your dealings with your pupils, you will produce a supportive or positive atmosphere.

Non-verbal communication is important then, for you and your students but you cannot fulfill your duties and ignore totally verbal communication.

Since my emphasis is on interpersonal relationship between pre-school handicapped students and their mentors, I will limit my discussion of oral communication to its effects on interpersonal relationships.

Interpersonal conversation is an art, it calls more for judicious applications than foolproof rules, we must guard against conflicting verbal and non-verbal messages. If a child is not confused into total-withdrawal, he will choose your non-verbal message. This type of conflict also destroys trust, a necessity in good interpersonal relationships. Remember to always:

a. be considerate of pupils interest

b. be lively and wholehearted in speech and in manner

c. look for opportunities to give deserved praise

d. become other-oriented; express and feel concern

e. avoid sarcasm, vicarious and pessimism; be good-humored; friendly and optimistic

f. avoid content and manner that causes defensiveness

Remember your special pupils have special problems. They (pupil and parent) have a psychological need for a supportive atmosphere. Use your communicative techniques to provide this for them.

HOME GARDENING - A MEANS OF CURBING INFLATION

By

Glenwood F. Hill, Ph.D

Recently, the need for rural and urban families to plant a home garden has been stimulated by an increased surge of unemployment, underemployment, and inflation. These major economic changes have prompted the Cooperative Extension Service, USDA, and other agriculturally related agencies to develop educational information for and provide technical assistance to urban and rural home gardeners who desire, request, and use this kind of service. Through these and similar programs, a large number of urban and rural families such as yourselves are receiving technical assistance and producing an abundant supply of fresh homegrown vegetables.

A carefully planned and well-tended garden can provide a good supply of fresh fruits and vegetables and help reduce the family food bill. The true value of a garden is often overlooked. Many people realize that it is an asset, but just how valuable is the home garden?

The following example (Table 1) shows the value of an average home garden for a family of five. The size of the garden used in this example was 10,000 square feet or 100 feet by 100 feet. Actual cash costs included land preparation, seeds and plants, fertilizer, lime and spray materials. Total cost was about $50.00 for this garden.

Table 1

Cash Costs for Garden for a Family of Five

Land Preparation	15.00
Seeds and Plants	34.00
Fertilizer	17.00
Lime	3.00
Spray Materials	11.00
Total Costs	80.00

Glenwood F. Hill, Ph.D., Ohio State University, has spent his professional years in agricultural teaching, extension, and administration. For seven years he has been in charge of The Fort Valley State College Extension Small Farm and Gardening Program. Prior to accepting this appointment, the author has served as Soil Conservationist, Soil Scientist, Marketing Specialist and a District Administrator in the U. S. D. A. Finally, the author is also familiar with the "action" method of teaching and has presented the contents in a manner which will have the greatest impact upon those who read this script.

Fifteen of Georgia's most popular vegetables were considered in this example. The value of vegetables grown in this garden was $334.00. This is a return of $4.00 for every $1.00 spent on garden supplies. No cost value was applied to labor or water used in sustaining this garden. This is an excellent return plus a means to some of the best eating anywhere.

Before you begin to plant the garden, plan carefully which vegetables to grow, how much of each, when to plant, and where to plant them in the garden area. Choose crops your family like, those that can be expected to do well in your area, and those for which you have adequate space. Make a sketch on paper showing the location, the amount (length of row), and time to plant each crop. Group the crops according to time of planting, growth habit, and time of maturity. Table 2 below depicts different vegetables, correct row spacing for each vegetable, the number of days it takes each vegetable to reach maturity and the number of plants or amount of seeds it takes of each vegetable to plant 100 feet of row space. This table is designed to help consumers determine the desired amount of seeds to purchase with minimum waste.

Table 2

Planting Chart for Vegetables

Vegetables	Plants or Seeds Per 100 Feet	Spacing Inches		No. Days to Maturity
		Rows	Plants	
Asparagus	66 plants 1 oz.	36-48	18	2 years
Beans, snap bush	½ lb.	24-36	3-4	45-60
Beans, snap pole	½ lb.	36-48	4-5	60-70
Beans, lima bush	½ lb.	30-36	3-4	65-80
Beans, lima pole	½ lb.	36-48	12-18	75-85
Beets	1 oz.	15-24	2	50-60
Broccoli	40-50 pl. or ¼ oz.	24-36	14-24	60-80
Brussels Sprouts	50-60 pl. or ¼ oz.	24-36	14-24	90-100
Cabbage	50-60 pl. or ¼ oz.	24-36	14-24	60-90

Table 2 (Cont'd)

Vegetables	Plants or Seeds Per 100 Feet	Spacing Inches		No. of Days to Maturity
		Rows	Plants	
Cabbage, Chinese	60-70 plants	18-30	8-12	65-70
Carrots	½ oz.	15-24	2	70-80
Cauliflower	50-60 plants or ¼ oz.	24-36	14-24	70-90
Celeriac	200 plants	18-24	4-8	120
Celery	200 plants	30-36		125
Chard swiss	2 oz.	18-36	6	45-55
Collards and Kale	¼ oz.	18-36	8-16	50-80
Corn, sweet	3-4 oz.	24-36	12-18	70-90
Cucumbers	½ oz.	48-72	24-48	50-70
Eggplants	1/8 oz.	24-36	18-24	80-90
Garlic (cloves)	1 lb.	15-24	4-6	140-150
Kohlrabi	½ oz.	15-24	4-6	55-75
Lettuce, leag	¼ oz.	15-18	2-3	40-50
Muskmelon (cantaloupe)	50 plants or ½ oz.	60-90	24-36	85-100
Mustard	¼ oz.	15-24	6-12	30-40
Okra	2 oz.	36-42	12-24	55-65
Onions	400-600 pl. or sets	15-24	3-4	80-120
Onions (seed)	1 oz.	15-24	3-4	90-120
Parsley	¼ oz.	15-24	6-8	70-90

Table 2 (Cont'd)

Vegetables	Plants or Seeds Per 100 Feet	Spacing Inches		No. Days to Maturity
		Rows	Plants	
Parsnips	½ oz.	18-30	3-4	120-170
Peas, english	1 lb.	18-36	1	55-90
Peas, southern	½ lb.	24-36	4-6	60-70
Peppers	1/8 oz.	24-36	18-24	60-90
Potatoes, irish	6-10 lbs. of seed tubes	30-36	10-15	75-100
Potatoes, sweet	75-100 pl.	36-48	12-18	100-130
Pumpkins	½ oz.	60-96	36-48	25-100
Radishes	1 oz.	14-24	1	25-40
Salsify	1 oz.	15-18	3-4	150
Soybeans	1 lb.	24-30	2	120
Spinach	1 oz.	14-24	3-4	40-60
Squash, summer	1 oz.	36-60	18-36	50-60
Squash, winter	½ oz.	60-90	24-48	85-100
Tomatoes	50 plants or 1/8 oz.	24-48	18-36	70-90
Turnip greens	½ oz.	14-24	2-3	30
Turnip roots	½ oz.	14-24	2-3	30-60
Watermelon	1 oz.	72-96	36-72	80-100

In order to further illustrate good gardening practices, the following points should be considered:

Soil Preparation

Many garden sites do not have deep, well-drained, fertile soil which is ideal for vegetable growing. Thus, soils must be altered to provide good drainage and aeration. If the soil is a heavy clay, the addition of organic matter or sand may be highly advantageous.

Apply 1 to 2 inches of good sand and 2 to 3 inches of organic matter to the garden site surface and turn under in late winter or early spring to improve the soil's physical quality. Work on the soil's physical condition over a period of time rather than trying to develop desirable soil in a season or two.

Never work wet garden soil. Soils containing a high degree of organic matter can be worked at a higher moisture content than heavy clay soils. To determine if the soil is suitable for working, squeeze together a small handful of soil. If it sticks together in a ball and does not readily crumble under slight pressure by the thumb and finger, it is too wet for working.

Seeds germinate more readily in well-prepared soil than course, lumpy soil. Thorough preparation greatly reduces the work of planting and caring for the crop. It is possible, however, to over-prepare some soils. An ideal soil for planting is granular, not powdery fine.

Fertilization

Proper fertilization is another important key to successful vegetable gardening. On most soils the yield and quality of vegetables will be improved by adding commercial fertilizer even if you make generous applications of manure or other organic matter. Commercial fertilizers for gardens usually contain nitrogen, phosphorous, and potash. Fertilizers such as 5-10-15, 5-10-10, 10-10-10 and 10-6-4 are widely used. Ammonium nitrate, ammonium sulfate, or urea may be used when only nitrogen is needed such as for side-dressed applications.

In general, leafy vegetables need large amounts of nitrogen. Pod or fruit crops respond well to phosphorous and the root crops require more potassium. Tables 3 and 4 describe different vegetables according to their feeding (eating) habits and the amount of fertilizer required per 100 feet of row spacing according to row width.

Planting

Attempt to plant your garden as early as possible in the spring or fall to avoid cold and hot weather damage.

Transplanting vegetable crops wherever possible allows earlier harvesting and extends the productive period of many vegetable crops. Where transplanting

Table 3

Home Garden Vegetable Fertilization

Vegetables are classified as light, medium, and heavy feeders, based on fertilizer needs. Listed below are general fertilizer recommendations for each group where soil tests were not made

Heavy Feeders	Medium Feeders		Light Feeders
10-10-10 or 6-12-12	10-10-10 or 6-12-12		6-12-12
1,500-1,700 lbs./acre	800-1,000 lbs./acre		400 lbs./acre
Cabbage	Artichokes	Herbs	Southern peas
Celery	Asparagus	Okra	
Irish Potatoes	Beans (all)	Peas, english	
Lettuce	Beets	Peppers	
Onions	Cantaloupes	Pumpkins	
Sweet Potatoes	Carrots	Radishes	
Tomatoes	Corn, sweet	Rhubarb	
	Cucumbers	Swiss Chard	
	Eggplants	Watermelons	
	Greens(kale, collars, mustards, turnips, broccoli, cauliflower, spinach)		

is not practical or convenient, seed directly. A general rule of thumb for planting is to cover the seed approximately 3-4 times their widest measurement. This is especially true for big seeded crops such as green beans, sweet corn, cucumbers, cantaloupes and watermelons. For smaller-seeded crops such as carrots, lettuce or onions, an average planting depth of ¼ to ½ inch usually is adequate. Seed the plants fairly thick with the intention of thinning to an optimum stand at a later date.

Watering

Apply enough water to penetrate the soil to a depth of at least 6 inches. For best production, most gardeners require a moisture supply equivalent to one inch of rain a week during the growing season. Light sandy soils generally require more frequent watering than heavier dark soils. If sprinklers are used, water in the morning to allow plant foilage to dry before night. This practice helps prevent foilage disease, since humidity and cool temperate areas encourage disease development on most vegetable crops.

Table 4

Fertilizer Rate Chart

Amount of fertilizer per 100 feet of row that equal certain rate per acre

Pounds Per Acre	12-inch Rows	18-inch Rows	24-inch Rows	30-inch Rows	36-inch Rows	42-inch Rows	Per 100 Square Feet (Broadcast)
100	4 ounces	6 ounces	8 ounces	10 ounces	12 ounces	14 ounces	4 ounces
150	6 ounces	9 ounces	12 ounces	15 ounces	1 pound, 2 ounces	1 pound, 5 ounces	6 ounces
200	8 ounces	12 ounces	1 pound	1 pound, 4 ounces	1 pound, 8 ounces	1 pound, 11 ounces	8 ounces
300	12 ounces	1 pound, 4 ounces	1 pound, 8 ounces	1 pound, 14 ounces	2 pounds, 4 ounces	2 pounds, 9 ounces	12 ounces
400	1 pound	1 pound, 8 ounces	2 pounds	2 pounds, 8 ounces	3 pounds	3 pounds, 8 ounces	1 pound
500	1 pound, 4 ounces	1 pound, 14 ounces	2 pounds, 8 ounces	3 pounds	3 pounds, 12 ounces	4 pounds, 5 ounces	1 pound
1,000	2 pounds, 8 ounces	3 pounds 12 pounds	5 pounds	6 pounds	7 pounds, 8 ounces	8 pounds, 10 ounces	2 pounds, 8 ounces
2,000	5 pounds	7 pounds, 8 ounces	10 pounds	12 pounds	15 pounds	18 pounds	5 pounds

**1 pint of standard mixed fertilizer will weigh about 1 pound.

Site Selection

Although many urban gardeners have little choice, selecting a garden site is extremely important. An area exposed to full or near-full sunlight, with deep, well-drained, fertile soil is ideal. The location should be near a water outlet and free of competition from existing shrubs and trees. By modifying certain cultural practices and crop selections, almost any site can become a highly productive garden. However, areas with rock ledges, deep sand, or gravel just below the soil surface should be avoided, as proper soil preparation will be extremely difficult.

What to Plant

As a home gardener, one of the first major decisions is deciding what vegetable to grow. Normally, the size of your garden determines what vegetable to plant. Small gardens may not be able to handle certain spreading crops, while larger sites may have fewer limitations. Whatever size it is, make good use of every square foot of available soil. For example, grow cucumbers on trellises or a fence instead of in hills, and gain space for other vegetables.

Interplanting - The planting of two or more vegetables in the same spot is also a good way to get more out of your garden. Try interplanting radishes and carrots. The radishes will be up and growing before the carrots; by the time the carrots need room, the radishes will be harvested. Beets kohlrabi, collards and cabbages are equally compatible with the low-growing beets. Carrots and lettuce also grow well together.

Don't forget family preferences when deciding what vegetables to grow. But regardless of what you plant, be sure to plant varieties recommended for your area. Your County Extension Agent can provide a complete list. Since some varieties are better fresh and others are better for canning and freezing, consider their use when choosing them.

When to Plant

When to plant depends on the date of your area's killing frost. For each crop, simply subtract the number of days to harvest from the date of the first killing frost in your area (fall plantings) or the date of the last killing frost (spring plantings).[1] To be on the safe side, plant tender vegetables slightly earlier than your calculated date. Plant hardy vegetables, especially the crucifers, on the calculated date since they can be harvested after the first frost with no ill effects.

---

[1] Refer to Table 2 for maturity date.

Weed Control

A long-handled hoe is the best tool for control of undesirable plants in vegetable gardens. Chemical weed control usually is undesirable and unsatisfactory because of the selective nature of weed control chemicals. The wide variety of vegetable crops normally planted in a small area prohibits use of such chemicals. Cultivate and hoe shallowly to avoid injury to vegetable roots lying near the soil surface. Control weeds in the seedling stage to prevent them from seeding and re-inoculating the garden area.

Mulching

Mulching will increase yields, conserve moisture, prevent weed growth, regulate soil temperature and lessen losses caused by ground rot of many vegetable crops. Organic mulches can be made of straw, leaves, grass, bark, gin trash, sawdust or peat moss. In recent years, the utilization of paper has practically replaced plastic as a mulch— especially for home gardeners. Used as a mulch, paper breaks down over a period of time and adds organic matter to the soil. Plastic, however, must be removed at the end of the gardening period.

WARNING!! Do not add organic mulches until the soil has warmed up well and has been cultivated to control weeds, and the vegetable seeds have germinated and made several inches of growth. Earlier application keeps soil cooler and delays crop maturity.

Pest Control

Diseases and insects cause great concern among gardeners. Long growing seasons with relatively mild winters encourage large insect populations. Avoid spraying when possible, but use recommended and approved chemicals if the need warrants. Exercise care when deciding which chemicals to apply. Spray only those crops which are listed on the chemical's container. When used according to manufacturer's directions and label, chemicals pose no threat to the home gardener.

Disease control is really a prevention rather than an eradication procedure. Cool, damp conditions are conducive to foilage diseases. Carefully watch your garden for symptoms of diseases. Spray accordingly, using only approved fungicides.

Harvesting

For the greatest enjoyment of your home vegetable garden, harvest vegetables at their peak of maturity. A vegetable's full flavor develops only at full maturity, resulting in the excellent taste of vine-ripened tomatoes, tender green beans, and crisp flavorful lettuce. For maximum flavor and nutritional content, harvest the crop the day it is to be canned, frozen or eaten.

In summary, here are some general hints for a successful garden:

-Locate the garden hear the house, but in full sunlight

-Plan the garden carefully

-Use recommended varieties

-Prepare the soil thoroughly

-Fertilize according to recommendations

-Plant on schedule

-Pay attention to weeds, insects, and disease

-Water thoroughly when needed

-Can, freeze or store some produce for later use

References

Atkinson, Ronald and Glenwood F. Hill. *Successful Gardening in Georgia.* Cooperative Extension Service, University of Georgia and Fort Valley State College Cooperating, 1978.

Knott, J. E. *Handbook for Vegetable Growers.* John Wiley and Sons, Inc., California, 1967.

Ware, George W. and McCullum, J. P. *Producing Vegetable Crops.* The Interstate Printers and Publishers, Inc., Danville, Illinois: 1968.

THE VALUE OF LITERATURE FOR PHYSICALLY HANDICAPPED PRESCHOOL CHILDREN

By

Doris M. Gosier, M.S.L.S.

"Go out of your way to be especially kind and helpful to those who are young or helpless or ill, depressed or awkard or friendless," former Superintendent Edward Hyatt advised the school administrators of 1915. "Be modest and observe much. Do not try and bring people up with a round turn. You are there to help folks along, not to hamper them and snub them with your official routine."

Our society is filled with many sterotype roles, including stereotype disability roles; and despite the many impressive achievements of physically handicapped children, these stereotype roles still exist and they are so pervasive that even young children have internalized them. (e.g. The blind is the one who works the concession stand in the state and federal office building). The physically handicapped is the person who works for "good will." Of course, we know none of these has to be true.

Good literature for physically handicapped children can combat that stereotype role, but, in order to catch it in its infancy, the literature must begin at home.

Teachers of preschool physically handicapped children have dual responsibilities; teaching the child and helping him cope with whatever defect he has, and counseling the parent and/or family to help them understand and accept the child's defects. It is essential that the school and home join forces to remediate whatever problem exists with the child, one must reinforce the other for maximum success.

Today we will focus on the role of good literature in the lives of preschool handicapped children and identify a variety of materials to be used with children with specific problems and/or defects.

It is essential that parents be informed regarding good literature and its use in the home. This can be done very effectively in parent counseling and/or education sessions.

Doris Marshall Gosier, M.S.L.S., is Coordinator of Public Services of the Learning Resources Center at Fort Valley State College, Fort Valley, Georgia. She was selected to participate in the Mellon-ACRL Library Management Program at Oberlin College Library, Oberlin, Ohio.

The family, especially the parents of physically handicapped preschool children, also has dual roles to play, (1) developing the kinds of competencies in skills that give children who are handicapped the options they should have for functioning in society, and (2) disproving those stereotype disability roles.

The selection of literature for physically handicapped perschool children has a great impact upon its value. The child's interest and ability should be weighed heavily. The literature should be able to challenge the child in areas in which he/she is interested and at his/her level of functioning.

Format and content are equally as important. Depending upon the impairment, the child may be eligible for talking books. At one time, talking books were available only for the blind, but now, they are accessible to children who cannot read or have problems handling standard print.

Many physically handicapped children have poor muscle development or they do not have muscle control. Therefore, teachers and parents should think in terms of more automated means, e.g. cassette tapes, cartridge films, etc. Let's take a minute and examine some of the software (sample cassettes, filmstrips, etc. we have circulated among the audience). Things which may seem insignificant to us may be very significant to them. Even the weight of a book. A paperback book may be easier to handle than a hardback book. These are good examples (paperback titles were distributed).

As for content, the child who is handicapped does not generally need a book about a child who is similarly handicapped. However, there are varying schools of thought on this opinion. For example, through some means of literature, a child who is a wheelchair victim comes in contact with a physically handicapped child who is trying repeatedly to use his wheelchair. Too often the mistake is made by saying, "Here is a little child just like you." What is really conveyed is that the child is being identified on the basis of his deficits rather than on his strengths, especially if the author fails to relate similar assets.

Literature dealing with activities that physically handicapped children are obviously excluded from is a "plus." Do these children need books about great heroes of professional football? Yes, because books take them out of the limitations that the world has imposed upon them; they take them through the kinds of experiences that they will probably never have.

These children may be visually impaired or in wheelchairs, but through books, why can't they take an imaginary leap and tackle a player like "Mean Joe Green." These are the kinds of experiences that children need and want themselves.

Handicapped children can participate in storytelling. Through repetition, the child is pulled into the story and there is usually a high degree of expectancy. After the first couple of times, the teacher and parent will know what to expect.

In folktales, there is often a repeated and definite pattern. The child can come in on the repeat refrain of the folktale and anticipate what is going to happen. For no matter who "Henny Penny" meets, the news is going to be that "the sky is falling."

No classroom or home in which a physically handicapped child resides should be without Curious George. It has excellent vocabulary, sentence structure, and above all, good sense of humor, which physically handicapped children are generally labeled as lacking. Teachers and parents should be knowledgeable of books for children who read by touch and sound.

In 1931, Congress authorized the Library of Congress to provide a national program of free reading material for blind adult citizens. The word "adult" was removed from the act in 1952, making blind children eligible for the services and materials.

Talking books and braille books are the mainstays of the collection of books for blind and physically handicapped children. A braille book contains the entire text of a printed book embossed in raised characters. A talking book is the disc recording of a professional reading the print book aloud. All of these materials are available to children who have either permanent or temporary disabilities which prevent them from reading a printed book.

Several other formats have been developed to meet the special reading needs of young children. The book-record combination, which combines both the recorded version of the text and copy of the print book is being able to see and hear their books at the same time, even if you have to hold the book and turn the pages for them.

Twin-vision is a special format which combines the complete print book with the interpaged brailled in one attractive volume. Sighted parents may use twin-vision books to teach their children braille, while blind parents may use the books to read to their sighted children and to help the children learn to read print. Let's examine some of these materials.

We urge you to seek the services of the Thomas Public Library(Fort Valley) and the Fort Valley State College Libraries for literature which may be loaned for the use of physically handicapped children in the home. The staff will eagerly assist you in any possible way.

A display table has been set up for you to view some of the types of materilas which I have discussed. I have also prepared a list of examples of titles found in print and non-print format.

The following titles are examples of books recorded for the Library of Congress program. They are produced on hard and flexible discs and are recorded at 8 rpm. The cassettes are recorded at 15/16 ips on four tracks.

Talking Book Discs

Hoban, Russell. *A Baby Sister for Frances.*

Because Frances, the badger child, has a very new sister that she is not sure she wants, Frances takes measures to convince her parents of her own distant program.

Matsuno, Masako. *A Pair of Red Clogs*

A little Japanese girl cracks her new red clogs while playing a game and longs so much for a shiny, new pair to replace them that she almost does a dishonest thing.

Newberry, Clare Turlay. *Mittens*

Six-year old Richard is enchanted with Mittens, the fat little baby kitten that his mother buys him at the Farmer's Market. He is heartbroken when Mittens vanished mysteriously after a few days.

Newell, Hope. *The Little Old Woman Who Used Her Head*

Nineteen short adventures of a little old woman who solved her problems with hilarious results.

Talking Book Cassettes

Bonsall, Crosby. *The Case of the Hungry Stranger*

Shortly after Wizard pronounces himself a private eye, Mrs. Meech, the lady next door, hires him to find the thief who stole her blueberry pie.

Coombs, Patricia. *Dorrie and the Halloween Plot*

Little witch Dorrie, making her first attempt to fly by herself, lands right in the center of a dastardly plot by the Halloween demons.

Quin-Harkin, Janet. *Peter Penny.*

Fired by the shop's captain for dancing instead of scrubbing decks, sailor Peter Penny sets out to dance, around the world.

Press-Braille Books

Whitmore, Martha. *I'm Moving.*

Handicapped Braille Books

Pyle, Howard. *The Many Adventures of Robin Hood.*

White, E. B. *Charlotte's Web.*

Printed Books

Alexander, Martha. *Bo Bo's Dream.* The Dial Press, 1970.

Baruch, Dorothy. "Rabbits." *I Like Animals.* New York: Harper & Row, 1933.

Ets, Marie Hall and Labastida, Aurora. *Nine Days to Christmas.* New York, The Viking Press, 1966.

"Henny Penny." In *English Fairy Tales.* Edited by Joseph Jacobs. New York: G. P. Putnam's Sons, 1992.

Rey, H. A. *Curious George.* Boston: Houghton Mifflin Company, 1941.

Stobbs, William. *Chicken Little.* Chicago: Follet Publishing Co., 1970.

PARENT/FAMILY EDUCATION

MATHEMATICS CONSCIOUSNESS IN THE HOME

By

Alma Slaughter Callaway, Ed.D.
Audrey Renee Webb, M.A.
Barbara G. Toles, M.A.

Mathematics for preschoolers is not just mathematics. It includes all other facets of the child's life. At no time can we elect to teach mathematics and the child learns mathematics alone. When we consider the attention span of the young child we should concentrate on utilizing each moment to expose or teach the child all he can learn while we have his attention.

Think of a day in the life of your child while in your presence. Think of the activities you engage in, the conversation that takes place, the questions the child asks, the T.V. shows he watches, then think of the opportunities available to teach mathematical concepts.

There are many occasions in the daily activities of the child when he can be taught number concepts, some of which are: choosing the correct size spoon— should we use a large spoon or a small spoon to dip the soup, who has the greater number of carrots on his plate, choosing the biggest banana, setting the table, counting the number of grapes in his portion, counting the number of meatballs in his soup, counting the number of steps from the car to the house, counting the number of traffic lights between home and supermarket, counting blue vans on a car trip, counting the eggs as they are dropped into the cake batter, etc. A myriad of activities involving from one to four objects will enable the child to recognize at a glance sets of one, two, three, four objects without having to count them one-by-one.

The little number zero which gives so much trouble later on, can become a part of the child's number vocabulary. When discussing separate objects like crayons, coloring books, pieces of candy, etc., and they have all been put away or eaten, why not say there are zero of them left? If Johnny has a pit snake and your child has none, why not say there are zero snakes in our house.

Barbara G. Toles, M.S., is Associate Professor of Mathematics at Fort Valley State College. She has also served as Associate Professor of Mathematics at the University of South Dakota. She received her B.S. degree from South Carolina State University and the M.S. degree from Atlanta University.

What we are discussing really is not mathematics itself, but those skills and concepts that are prerequisites to the acquisition of mathematical concepts. Perhaps the term prenumber concepts more precisely describes our immediate goal.

Early Childhood authorities agree that preschoolers are capable of comprehending beginning experiences with numbers, geometry and measurement.

As we reflect on our training in grade school in the area of mathematics, quite possible we were not exposed to measurements until later in grade school, and geometry until high school. Perhaps that is why most of us are afraid to attempt to solve problems involving these areas of mathematics. We were not introduced to the rudiments early, therefore, never really received a clear understanding of the concepts.

One of the purposes of school for children before first grade in developing readiness is to provide them with as many experiences in as many areas as possible. If we take advantage of the numerous opportunities to develop the natural inquisitiveness of children, they will be better equipped to engage in first grade activities.

Now, we will share with you a few activities that can be used in the home to build a foundation for mathematical development in the areas of beginning numbers, geometry and measurement. Throughout the year you will be given additional activities to expand the ones you will receive now.

Numbers

Early in the child's life he should have opportunities to observe and describe things for which he is familiar; compare objects that he is familiar with; count rotely; and arrange items into one-to-one correspondence. This group of experiences is by no means complete, but represent experiences that occur spontaneously within the home, such that the child will not be aware of the fact that he is being taught, or that he is learning, just that he is living and interacting pleasantly with the person whom he loves.

Beginning Numbers

1. Title: Many Rocks Age: 3-5

   Objective: The child will count rotely

   Materials: Rocks, egg carton

Learning Activity

1. You and your child can find rocks of various sizes.
2. Cut bottom off an egg carton.
3. Have the child drop a rock in a section where an egg has been.
4. Have the child count 1-10 as he drops a rock.
5. Example: 1 (drop rock in a section), 2 (drop rock in next section), 3 (drop rock in another section), etc.

2. Title: How Many Jumps Age: 3-5

Objective: The child will count

Material: A jump rope

Learning Activity

1. Tie one end of the rope to a fixed object.
2. Turn the rope as the child jumps, counting each jump until he misses.
3. Let the child count each time he jumps until he misses.
4. If there is another child present, he will begin to compare the number of times he jumps without missing with that of the other child and tell who jumps longer than the other.

3. Title: What Size Is It? Age: 3-5

Objective: The child will compare sizes.

Materials: Big spoon, bigger spoon, biggest spoon, three spoons or other items that have various sizes

Learning Activity

1. Discuss with the child about comparative sizes.
2. Children are shown three sizes of the same thing.
3. Have children place all the big objects in a pile, the bigger objects in a pile and the biggest objects in a pile.
4. Have children do the same with small, smaller and smallest objects.

4. Title: How Does it Look Age: 3-5

Objective: The child will describe objects that he is familiar with

Materials: Chairs, tables, books, flowers, kitchen utensils, etc.

Learning Activity:

1. To help children gain familiarity with objects in his surroundings.
2. Ask children to describe objects that are in their surroundings.
3. Example: chairs, table, books, flowers, kitchen utensils, etc.

Geometry

The child's first experience with geometry can begin with the concept of nearness and farness, open and closed curves, inside, outside, order, over, under and the four basic shapes.

1. Title: Mysterious Shapes Age: 3-5

Objective: The child will be able to recognize given shapes

Materials: Sandpaper, scissors, shapes (triangle, rectangle, square, circle)

Learning Activity

1. Cut shapes (squares, triangles, circles, rectangles) from sandpaper.
2. Mount shapes on cards.
3. Have child close eyes and trace the shapes with their fingers.
4. Then, have the child identify the shape.
5. After identifying the shape, have child find other objects in the house that are the same as the shape he/she is holding.

2. Title: Close the Door Age: 3-5

Objective: The child will distinguish between open and closed.

Materials: A door, jar

Learning Activity

1. Ask the child to open the door
2. Then ask the child to close the door.
3. Ask the child to open the jar.
4. Then ask the child to close the jar.
5. Discuss the concept of openness and closeness with the child

3. Title: Near and Far Age: 3-5

Objective: The child will recognize objects near and far

Materials: Cars

Learning Activity:

1. Discuss the concept of nearness and farness with your child.
2. Ask the child to point to a car far away.
3. Ask the child to point to a car near him.
4. Ask the child to touch the car near him.
5. Ask the child to touch the car far away with your guidance.
6. Use other items as an example.

Measurement

Measurement, in its earliest stage means providing readiness for formal measurement. The first step would be to introduce the necessary vocabulary. These words should be a natural part of everyday conversation. This can easily be planned by the adult interacting with the child at school at home, or in any social setting.

Measurement means assigning a number to things or units in order that they may be compared on the same attributes. With the very young child, it is appropriate to concentrate on volume, weight, length, and temperature.

A beginning measurement vocabulary might include the following words:

Example: Let children help when preparing meals in the kitchen that calls for measuring.

hot	hotter	hottest
cold	colder	coldest
large	larger	largest
short	shorter	shortest
tall	taller	tallest
big	bigger	biggest
small	smaller	smallest
deep	deeper	deepest
heavy	heavier	heaviest
wide	wider	widest

A child observed using the above vocabulary can successfully engage in the activities presented in this discussion (or paper). He should then be given a lot of opportunities for practice in order to develop skills in the area.

The child learns his first concepts in measurement through play. He mimicks his mother in measuring ingredients for cooking. A more advanced level would involve comparing concrete objects. He must develop an understanding of the concept before he can understand the principle. It is not important that he learns to state the principles in the initial stage. He learns the principles through repetition.

It is the responsibility of the adult to provide appropriate learning activities and opportunities for the young child and to establish realistic outcomes for each activity. It does not take a mathematician to assess or select appropriate activities for the level on which a child is functioning. The major technique for determining what concepts the child understands is observation.

1. Title: I Measure Me Age: 3-5

   Objective: The child will recognize his height on the height chart.

   Materials: Tape, marker

   Learning Activity:

   1. Place a piece of tape against the door of your child's bedroom.
   2. Have the tape run down to the floor level.
   3. Place a mark on the chart to indicate the child's height.
   4. Measure the child's height once a month.
   5. Have the child note that he is taller than he was last month.

2. Title: My Weight Age: 3-5

   Objective: Child weigh himself

   Materials: A chart, bathroom scale, pen

   Learning Activity:

   1. Place a weight chart over the bathroom scale.
   2. Weigh your child
   3. Record the child's weight once a week.
   4. Explain to the child how his weight may go up or down.

3. Title: How Long Is It Age: 3-5

   Objective: The child will recognize the differences in lengths.

Materials: A ball of heavy cord

Learning Activity:

1. Cut the cord into several pieces (long and short).
2. Have the child point to the long piece of cord.
3. Have the child point to the short piece of cord.
4. Show the child the differences in the lengths.

4. Title: When Does it Melt? Age: 3-5

Objective: The child will be able to tell the differences in temperatures.

Materials: Ice, water, ice cubes, refrigerator

Learning Activity:

1. Show the child water being put into an ice tray.
2. After the water has stayed in the refrigerator for a while show the ice in a frozen state, saying to the child this water was in a cold refrigerator.
3. Ask the child what happened to the water?
4. Take the ice and place it in a hot oven.
5. Ask the child what happened to the water.
6. The ice melts and goes back into the liquid form
7. The child can see in a cold refrigerator - ice frozen.
8. In a hot oven the ice melted.

Initially concrete objects should be used to teach mathematical ideas. If a child is helped to develop a good attitude toward mathematics early, he should not have any difficulty mastering the progressively difficult concepts through the years.

NUTRITION EDUCATION FOR PARENTS OF HANDICAPPED CHILDREN

By
Sharon Hunt
Edith McCormick

A balanced diet for all family members is very necessary and essential for maintenance of growth, good health and well-being. A variety of foods containing proteins, carbohydrates, vitamins, minerals, fats and water should be selected to be prepared and served in attractive meals. The amounts of nutrients needed depend upon age, sex, activity and state of health.

Very good food habits for handicapped children should be established early by the parents. Parents must be acquainted with all aspects of the handicapped conditions, whether the condition is physical, emotional or mental. As the child matures, he continues to need good nutrition for growth and development.

Food for Children

Food performs three major functions in the child's body. These functions are: (1) to provide fuel for muscular activity, (2) to supply the necessary nutrients for growth and repair of worn-out tissues, and (3) to give pleasure and satisfaction to the child.

Because of growth and activity, the child needs additional nutritious foods more than older family members. Children who are on therapeutic dietary regimens should be given special consideration in maintaining adequate nutrition. Often times, children are placed on diets that contain non popular food items. Children should be taught the nutritional value of specific foods and the particular function of nutrients of that food in the body. For children, who are ill, the food must be served attractively and taste good.

Parents should plan meals for children that follow the dietary instructions of the physician or dietitian. Foods must be prepared to combat or eliminate the problem exisiting in the child.

Sharon Hunt, M.S., is Instructor of Foods and Nutrition at Fort Valley State College. She has done research in foods and nutrition and has presented several papers on nutrition at professional meetings. She received the B.S. and M.S. degrees from Oklahoma State University.

Edith McCormick, M.S., is Vocational Home Economics Teacher at the Peach County High School. She received her B.S. degree from Fort Valley State College and the M.S. degree from Tuskegee Institute.

Basic Four Food Groups

In order to select a variety of foods for a child's diet, parents need to select from the Basic Four Plan. The Food Groups are Milk Group, Vegetable-Fruit Group, Bread-Cereal Group and Meat Group. To prepare attractive meals, parents should select menus and recipes illustrating the basic four food plan.

Proper and careful procedures must be adhered to in the planning and preparation of meals and snack foods. Over cooking, extensive frying and over use of convenience foods must not be included in foods for children. If tolerated on diets, children should be allowed to have as many raw fruits and vegetables as possible. Method of preparing foods should include baking, roasting, steaming or boiling.

Children should be served small portions of foods. Large servings may either produce overeating or wastefulness.

A well balanced meal depending upon the age of the child should combine at least (1) one cup of milk, (2) two ounces of lean meat, poultry, or fish, or two ounces of cheese, (3) ¼ cup each of vegetables and fruit, (4) one serving of whole grain or enriched foods, and (5) one(1) teaspoon of butter or margarine.

Cost of Meals

In order to plan inexpensive meals, parents should make certain to plan menus, write out market orders and to check newspaper advertisements prior to shopping.

Special efforts should be made to prepare recipes that call for less tender cuts of meat and for organ meats. Organ meats are highly nutritious and very inexpensive. These meats may be made into stews, meat loaves, casseroles and rag-outs.

Purchasing food in season and preserving them is another approach to planning delicious inexpensive meals. For example, during the spring, summer and autumn season, foods such as tomatoes, green leafy vegetables, corn and squash are plentiful. Many attractive dishes can be prepared from these foods.

Foods purchased in the bulk, such as potatoes, onions, carrots, and apples, are very inexpensive when compared to unit packed foods. A combination of these foods can be served attractively.

Also, proper storage, proper selection and proper preparation can cause elimination in or loss of the food dollar. Food is not wasted and is properly used.

Remember the essentials involved in planning a well balanced meal for the handicapped child inexpensively— become acquainted with all aspects of his handicapping conditions, follow all physicians or dietitians instructions, include foods from the Basic Four Plan, serve small portions, take advantage of advertisements and plan ahead for menus and prepare foods properly.

Breakfast Menus

Half Grapefruit
Scrambled Eggs
Buttered Toast and Jelly
Milk
Coffee

Tomato Juice
Bacon and Eggs
Griddle Cakes
Syrup
Cocoa
Coffee

Orange Juice
Ready-to-Eat Cereal
Bacon - Fried Eggs
Toast
Milk
Coffee

Orange Sections
Ham - Grits
Hot Biscuits
Apple Jelly
Milk
Coffee

Stewed Dried Fruit
Hot Cereal
Sausage
Plain Muffins and Jelly
Milk
Coffee

Sliced Ripe Peaches
Sausage
Blueberry Pancakes
Maple Syrup
Milk
Coffee

Lunch Menus

Meat - Vegetable Casserole
Tossed Green Salad
Plain Muffins - Butter
Fruit Cups
Milk

Peanut Butter-Bacon Sandwich
Carrot-Raisin Salad
Cup Cakes
Milk

Chili Dogs
Baked Beans
Apple Cobbler
Milk

Broiled Chicken
Baked Potatoes
Combination Salad
Rolls - Butter
Fruit Cups
Milk

Cream of Tomato Soup
Broiled Hamburgers
Glazed Carrots
Rolls
Oatmeal Cookies
Milk

Meat Salad
Bread and Butter Sandwich
Fruit Cup
Milk

Cheeseburger
Peach Halves on Lettuce
Jello - Cookies
Milk

Dinner Menus

Broiled Hamburger Steak
Baked Stuffed Potato
Combination Salad
Hot Rolls - Butter
Ambrosia
Milk - Coffee

Fried Chicken - Rice
Buttered Spinach
Tomato Wedge on Lettuce
Corn Bread
Fruit Cup - Cake
Milk - Coffee

Baked Chicken
Green Beans
Grated Carrot Salad
Whole Wheat Bread - Butter
Jello - Sugar Cookies
Milk - Fruit Punch

Baked Ham
Sweet Potato Casserole
Drop Biscuits
Waldorf Salad
Strawberry Shortcake
Milk - Tea

Meat Loaf
Creamed Potatoes - English Peas
Peach Half on Lettuce
Corn Bread - Butter
Lemon Chiffon Pie
Milk - Tea

Baked Salmon Loaf
Stuff Potatoes
Chopped Spinach
Cucumber-Tomato Salad
Wheat Bread
Apple Pie
Milk - Punch

Tuna and Potato Chip Casserole
Fresh Green Peas - Tomato
Crusty Biscuits
Sliced Fresh Peaches
Ice Cream - Cookies
Milk - Tea

References

Babcock, C. "Attitudes and the Use of Food." *Journal of American Food Association*, 38:546, 1961.

Guthrie, H. A. "Concept of a Nutritious Food." *Journal of American Dietitian Association*, 71 (July 1977), pp. 14-19.

Krause, M. V. and Hunscher, M.A. "Nutrition in Maternal and Child Health." *Nutrition*, 5th ed. W. B. Saunders Company. Philadelphia.

Leverton, R. M. "Tools for Teaching Food Needs." *Journal of American Home Economics*, 65 (January 1973), pp. 37-39.

Neihoff, A.. "Changing Food Habits." *Journal of Nutrition Education*, Vol., 1:10, Summer, 1969.

Niemeyer, K. A. "Nutrition Education Is Behavior Change." *Journal of Nutrition Education*, 3: No. 1, Summer 1971.

HUMANISTIC DISCIPLINARY TECHNIQUES WITH YOUNG HANDICAPPED CHILDREN

By

Alma Slaughter Callaway, Ed.D.
Audrey Renee Webb, M.A.

All human beings have the same basic needs that control their lives from birth to death. Man's ability to satisfy his needs will determine his success and happiness throughout his life. Conversely his inability to do so will lead to problems. The degree of the lack of satisfaction will determine the depth of his problem which may range from mild to severe.

Disciplinary problems with children accrue because of their inability to satisfy their basic needs.

According to William Glasser, all problems stem from a person's inability to fulfill two of the essential needs of live: (1) to love and be loved and (2) to feel worthwhile to himself and others. Glasser feels that reality therapy can be adjusted for use in solving all types of problems for any person under any conditions. He related successful experimental application of the theory in solving problems with:

1. seriously delinquent adolescent girls
2. hospital treatment of psychotic patients
3. office practice
4. disturbed children in the classroom (mental health), to public school (mental hygiene).

Although Glasser is a psychiatrist, his reality therapy is not designed for use by highly trained specialists exclusively (psychiatrists). It can be administered by regular classroom teachers, parents or adults in general.

The first step in applying reality therapy is involvement. The adult (teacher, parent, etc.) in the child's life becomes the therapist. The

Alma Slaughter Callaway, Ed.D., University of Georgia is Associate Professor of Education at Fort Valley State College. She has been a Lead Teacher in a Head Start Program; has taught primary grades, has taught college methods courses in Elementary Education and Early Childhood Education and directed the Student Teaching Program at Fort Valley State College. She is also certified in Special Education.

Audrey Renee Webb, M.A., Atlanta University, was the Head Teacher in the Preschool Demonstration Project for Handicapped Children.

therapist must become involved with the child so that he can begin to fulfill his needs. He must establish a firm two-way positive relationship with the child, convince him that he really cares about him and that he will remain with him until his problem is solved.

The child will then be willing to discuss his problem with the adult and make a commitment for solving his problem. The child must arrive at a possible solution to his problem himself and decide the time span in which the change must take place.

The adult must monitor the child's progress, accept no excuses for failure to fulfill the commitment and make no attempt to inflict any type punishment on the child but jointly reassess the situation and recycle the process.

More specifically the principles of Glasser's Reality Therapy are:

1. involvement
2. his current behavior (what is he doing?)
3. evaluating his current behavior
4. planning responsible behavior
5. make a commitment
6. accept no excuses
7. render no punishment

We see reality therapy as one of many humanistic approaches to discipline and can easily envision its application with young children.

Disciplinary techniques for young handicapped children do not differ greatly from techniques used with any group of children. The difference lies in ones perception of the word discipline. Discipline is perceived by an individual in relationship to his philosophy, prior and/or childhood experiences, and self-concept.

Basically, discipline can be perceived as behavior change, self control, punishment or any combination of the three. Before attempting to delineate techniques for applying discipline let us first distinguish between each.

Behavior change occurs when we are successful in causing or assisting a child in the process of eliminating a given habit or behavior either good or bad. Self control occurs when we are successful in causing or assisting a child in the process of building the inward desire to behave or act in a manner acceptable by society. Punishment occurs when we administer unpleasant regulations upon a child in reprimand for an undesirable act he or she committed. A typical combination could involve executing behavior change as a means for developing self control.

The first and perhaps the most important thing you have to face as the adult in charge of your child is to examine yourselves to identify your philosophy of how you feel a child should be treated in general. Ask yourselves what is your primary goal; to have your child to grow up to be a well adjusted, happy, functioning human being or to feed your ego by controlling his life.

Another important skill needed by you is the ability to decide the mode of discipline in relationship to the nature of your child's behavior or misbehavior.

In terms of philosophy, you either believe in treating your child kindly or in being cruel to him; teaching to discover solutions to his problems based on facts he discovered as you guided, but allowed him to explore for himself. Your prior and/or childhood experiences are reflected by the way you rear your child. If you were dictated to by your parents as a child you tend to dictate to your child. If your boss or peers have dictated to you in the past, you tend to do the same for your child. However, if you have a positive self concept, or feel good about yourself or have a positive relationship with your peers or other important people in your life, it is possible for you to respond positively to your child in spite of anything that has occurred in your life.

It is essential that you first feel good about yourself before you can train your child to build a positive image of himself. It is necessary for your child to possess a positive self image before you can be successful in bringing about behavior change or developing self control.

Parenting is not easy, disciplining is even more difficult but it is a must that whatever technique(s) you choose to apply with a given behavior, be consistent. In a household of one or more children, remember that what applies to one child applies to all children in that house. Begin giving your child some responsibilities at home early for responsibilities cannot be forced upon a child, it can only grow from long term practice.

Children often resist dialogues with parents. They do not like to be involved in long conversations with you whereby you are doing all the talking. They feel that you talk too much. One of our children confided that he did not like asking his parents questions because they give such long answers.

We learned something from this little discussion - to keep our answers and directions as short as possible without sacrificing clarity.

Show your child that you respect him and his feelings. He will in return respect you and your advice. Here are two different solutions to the same problem; one negative and one positive.

Situation: Duvaal, age 5, came home full of anger and frustrated. His class was scheduled to go on a camping outing that was canceled.

Solution # 1 - Negative

Child: "We aren't going camping this weekend because our camp instructor is ill."

Mother: "I didn't cause your teacher's illness you know, besides, there will be other weekends."

Solution # 2 - Positive

Child: "We aren't going camping this weekend because our camp instructor is ill."

Mother: "You seem very disappointed."

Duvaal: "Yes."

Mother: "You had your heart set on going camping this weekend."

Duvaal: "Yes."

Mother: "You had everything ready and then your teacher became ill."

Duvaal: "Yes."

There was a moment of silence and then Duvaal said, "That's okay, maybe we will go some other weekend." (In this particular situation you have helped your child identify and solve his problem by listening without passing judgement).

Let's look at some positive ways to solve some other problems that might arise in your home.

Situation: The child accidentally knocks his dish from the table and it breaks.

(Negative) Parents: "You are old enough to know how to eat from a dish. Don't you know money does not grow on trees; now clean it up."

(Positive: Parents: "Oops, you had an accident! Here, I will get you another dish, and here is a sponge."

Child: "Thanks Mother."

Situation: Showing your child how to let off steam and release anger.

Parent: When I come home and find your room in such a shamble, I feel very angry.

Child: "You feel angry sometimes?"

Parent: "I sure do, especially when you don't help me keep your room clean."

Child: "It is alright to feel angry sometimes?"

Parent: "Sure."

12. Create an open caring environment
    a. Allow freedom for the child to discuss his feelings in a non-threatening atmosphere.
    b. accept his contributions or comments without judgement.
    c. allow him input in the establishment of household rules.

13. Initiate a problem solving situation and scientifically solve problems with your child in the home.

14. Get to know and understand your child.

15. Understand and help children to know that loving and hating a person at the same time is normal, there is nothing to feel ashamed or guilty about.

16. Help children identify their feelings.

17. Praise the child for his accomplishments, not his personality.

18. Give constructive not destructive criticism.

19. Model acceptable ways of coping with negative feelings and acts (no hurting)

20. Always discipline in a manner that preserves the self-respect of the child and the adult.

21. Identify acceptable and unacceptable behavior, define limits.

22. Attempt to control or effect change in the child's more central beliefs for they have greater impact on the child even though they are harder to change.

23. Look for hidden meanings embedded in children's questions.

24. Statements of understanding should precede statements of advice or instructions.

25. Structure the child's external world to insure that the desired behavior will be learned.

26. Strive for self discipline in children.

27. Get the bugs out of your own personality.

28. Build a positive self-image in the child.

29. Be consistent in the application of techniques.

30. Create a sense of responsibility and independence with each child.

Perhaps you have gathered that we firmly believe in the positive approach to molding young lives. We will not attempt to convince you that there is never a time when punishment is not the most effective means of eliminating a problem. Even punishment can be administered positively such that the child will still love, respect and listen to you. He must know at all times why he is being punished. You can do anything positively.

The techniques mentioned below are by no means thorough, but then there is no way to consider all techniques nor envision all types of situations you will have to face during the time your child will be under your supervision. We have grouped the techniques into two categories, the Do's and the Dont's.

Humanistic Techniques

Do's

1. Make sure the child understands that although you disapprove of his behavior you like him as a person, make a distinction between the deed and the doer.

2. Reinforce positively behavior you want the child to repeat, ignore or reinforce negative behaviors you want eliminated

   a. eye contact
   b. body contact
   c. rewards

3. Enter into a contract with the child to change his behavior.

4. Redirect his attention from whatever situation disturbs him.

5. Be realistic in your demands of children and follow through.

6. Admit your mistakes or erroneous judgements.

7. Attend to misbehavior immediately.

8. Be more concerned with future behavior of the child than the past.

9. Stress positive aspects of the child's personality and minimize the negative ones.

10. Upon first contact with a child, demonstrate your interest in and desire to work with him.

11. Train children to understand behavior through stories, if necessary write your own.

31. Give clear directions and answers; be brief without sacrificing clarity.

32. Display a sense of respect for the child, thus building mutual trust and respect.

33. Specifically identify behavior to be changed.

34. Provide choices for children, inform them of the consequences.

35. Prepare to remain with a technique long enough to give it ample time to succeed.

36. Make sure the punishment or reprimand fits the deed (too severe punishment defeats the purpose).

Don'ts

1. Never nag or scold children.

2. Never threaten or bribe children or be sarcastic or vindictive with them, this invites misbehavior.

3. Never embarrass children, counsel one-on-one whenever possible.

4. Never break a promise to the child.

5. Do not show favoritism.

6. Never make a child feel ashamed or guilty for his actions.

Basically, the humanistic approach develops self-control in the child in a positive manner such that he feels good about himself and others and behaves in a manner acceptable to society without external rewards or controls.

The younger the child the easier it is to mold his character. If you implement these techniques you can prevent at least eighty five percent of disciplinary problems and have the same percentage of success in solving the residual fifteen percent of problems that occur with the young handicapped child; thus yielding happy, functioning, self-disciplined, well adjusted American citizenry of tomorrow.

READING LIST FOR HUMANISTIC DISCIPLINE TECHNIQUES

Bany, Mary A. and Johnson, Lois V. *Classroom Management: Theory and Skill Training*. The MacMillan Company. London, 1970.

Camp, W. G. *Tips on Student Discipline*. Agricultural Education 51: 116-17 N. 78.

Duke, D. L. *Adults Can Be Discipline Problems Too*. Psychology Schools. 15:522-8, October 78.

Fargo, George A., Glaser, Edward M. and Saronson, Irwin G. *Reinforcing Productive Classroom Behavior*. Behavioral Inc. New York. 1972.

Ginott, Hain G. *Between Parent and Child: New Solution to Old Problems*. New York, MacMillian, 1965.

Glasser, William. *Schools Without Failure*. New York, Harper and Row, 1969.

Glasser, William. *The Identity Society*. New York, Harper and Row, 1972.

Guide to Sanity Saving Discipline. *Instructor*. 88: 56-66, November 78.

Lipman, V. *Mr. Glasser's Gentle Rod*. American Education. 14: 24-31, Age/T '78.

Hart, J. E. and London, J. F. *School Discipline Yesterday, Today and Tomorrow*. Clearing House. 52: 68-71, O'78.

Madsen, Charles H. and Madsen, Clifford. *Parents/Children/Discipline: A Positive Approach*. Allyn and Bacon, Inc., Boston 1970.

McDonald, Blanche. *Successful Classroom Control*. Iowa, W. C. Brown, 1959.

Moffett, D. C. *All's Quiet in The Classroom Front or Is It?* Early Years, 9: 56-7t F'79.

Niensted, S. *Discipline for Today's Different Children*. Phi Delta Kappan. 60: 575-6.

O'Leary, Daniel K. and O'Leary, Susan G. *Classroom Management: The Successful Use of Behavior Modification*. New York: Pergamam Press. 1972.

Stainback, Susan B. and Stainback, William C. *Classroom Discipline: A Positive Approach*.

Stone, Jeanette G. *A Guide to Discipline*. National Association for the Education of Young Children, Washington, D.C. 1969.

Redd, Fritz and Sheviakov, George V. *Discipline for Today's Children and Youth*. NEA. Washington. 1956.

Slater, S. *Discipline: A Positive Approach.* Forecast Home Economics. 24:45, October 1978.

Tuttle, Harold Saxe. *Discipline of Children.* New York. Exposition Press, 1963.

Timmreck, T. C. *Will The Real Cause of Classroom Discipline Problems Please Stand Up!*

Koumin, Jocob S. *Discipline and Group Management in Classroom.* New York, Holt, Rinehart and Winston, 1970.

Klein, Roger D. *Classroom Management.* Springfield, Ill., Thomas, 1973.

Vannan, D. A. *Do Good Kids Have Rights?* Teacher. 96:16, December, 1978.

HOW TO GET AND HOLD A JOB

By

Clarence Williams, Jr.

First, know what kind of job you are looking for. Take your background as a guideline. What kind of education have you had? Can you use any machines? Have you had any special training that would qualify you for a particular job? You should go to your relatives, friends and neighbors for information about possible jobs in the field in which you have been trained or feel qualified. Many times jobs in a related field will be available. You should check the "want ads" in the newspapers and to the non-profit employment agencies for help in finding work.

When you find a job that is open and you to for the interview, remember these things:

1. Have all personal information ready
    a. Name
    b. Address
    c. Telephone numbers, if any
    d. Social Security Number
2. Have all licenses and necessary papers ready
    a. Drivers license
    b. Birth certificate or proof of age
    c. Health certificate, if any
    d. Military records
    e. Project Up-Lift Certificate

Clarence Williams, Jr., M.A., is Community Resource Development Specialist at Fort Valley State College. He received the B.A. degree from Morris Brown College and the M.A. degree from Atlanta University. Prior to coming to Fort Valley he was Special Narcotics Agent for the U. S. Department of Justice and was also Assistant Crime Delinquency Planner with the Model Cities Program of Dade County Department of Human resources.

3. Know your work record

   a. Have the names and addresses of all previous employment

   b. Have the dates of employment

   c. Know the nature of the work you did

   d. Know the reason you are giving up previous job

   e. Know all the schools you have attended and dates

   f. Know about all special training you have received such as Project Up-Lift

On your interview remember to dress neatly and pay special attention to your personal hygiene. Make sure your teeth are brushed and nails are clean. Have your hair trimmed or styled and in place, be clean shaven and have your shoes shined. Above all be alert and courteous. Do not slouch while talking with the interviewer. Look him in the eye and answer all questions clearly. Tell the truth about all police records, loans, etc. The employer can check these easily and also get an idea about your honesty. Stress your qualifications and training, but be businesslike and brief. Give just the information asked for. Be realistic in discussing wages and don't be discouraged if you aren't hired at your first interview. You may be interviewed a number of times before you are finally hired.

Here are some reasons why people sometimes don't get the jobs they apply for.

   a. Appearance is not suitable

   b. Wages aren't realistic

   c. Lack training

   d. Have a bad or indifferent attitude

   e. Show extreme nervousness

   f. Fail to show up on time for the interview

   g. Take a second person (friend or relative) with them

Here are some reasons why workers lose their jobs. As you can see most lose their jobs because of character qualities and not because they can't do the work .

   a. Carelessness

   b. Unwilling to follow rules

c. Laziness

d. Absence or tardiness without good cause

e. Troublemaking

f. Too much attention to outside interests

g. Lack of initiative

h. Disloyalty

i. Irresponsibility

Keep these things in mind and you can get a job and hold it, too!

FORMS

PRESCHOOL DEMONSTRATION PROJECT

FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

EMERGENCY INFORMATION

Child's Name_____

Special medical problems_____

_____

_____

_____

_____

_____

Emergency procedures required_____

_____

_____

_____

Food allergies_____

Emergency phone numbers: Home or neighbors:_____

Doctor:_____

Hospital:_____

CHECK LIST

Child's Name_____Age___Date_____

SELF HELP DEVELOPMENT

	Yes	No
1. Washes face	___	___
2. Bathes	___	___
3. Brushes teeth	___	___
4. Combs hair	___	___
5. Dresses	___	___
6. Ties shoes	___	___
7. Eats alone	___	___
8. Goes to the toilet alone	___	___
9. Puts things away	___	___
10. Cleans room	___	___
11. Scrapes plate after eating	___	___

LANGUAGE DEVELOPMENT

1. Waves good-bye	___	___
2. Asks for things	___	___
3. Points for things	___	___
4. Speaks in words only	___	___
5. Speaks in phrases	___	___

	Yes	No
6. Speaks in complete sentences	____	____
7. Understands what he/she hears	____	____
8. Follows directions	____	____
9. Listens and pays attention	____	____
10. Responds to sounds	____	____

CONCEPT DEVELOPMENT

1. Recognizes letters	____	____
2. Recognizes numbers	____	____
3. Knows small from large	____	____
4. Knows tall from short	____	____
5. Understands right from left	____	____
6. Understands front from back	____	____
7. Knows up from down	____	____
8. Knows inside from outside	____	____
9. Knows colors	____	____
10. Knows head from feet	____	____

PERCEPTUAL DEVELOPMENT

1. Understands what she/he hears	____	____
2. Can describe what he/she sees	____	____
3. Understands soft from hard	____	____
4. Understands rough from smooth	____	____
5. Knows hot from cold	____	____
6. Knows sweet from sour	____	____

	Yes	No
7. Knows loud from soft	____	____
8. Knows smoke from fresh air	____	____
9. Knows light from dark	____	____
10. Knows vegetables from fruits (How they taste and feel)	____	____

SOCIAL DEVELOPMENT

1. Likes other children	____	____
2. Likes adults	____	____
3. Likes groups	____	____
4. Likes Mother	____	____
5. Likes Father	____	____
6. Likes sisters and brothers	____	____
7. Enjoys playing outside	____	____
8. Enjoys playing games	____	____
9. Likes Sunday School	____	____
10. Shows leadership qualities	____	____

MOTOR DEVELOPMENT

1. Walks in a straight line	____	____
2. Speaks well	____	____
3. Throws ball straight	____	____
4. Can use a zipper	____	____
5. Can button clothes	____	____
6. Can string beads	____	____
7. Can use shears	____	____

		Yes	No
8.	Can use a pencil	____	____
9.	Can use crayons	____	____
10.	Can use a paint brush	____	____

SELF AWARENESS

1.	Knows parts of the body	____	____
2.	Knows boys from girls	____	____
3.	Knows ten fingers	____	____
4.	Knows racial difference	____	____
5.	Knows ten toes	____	____
6.	Knows fear (What will hurt)	____	____
7.	Knows when he/she is angry	____	____
8.	Knows of handicap	____	____
9.	Knows adults from children	____	____
10.	Knows infants from children	____	____

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

PARENT INTERVIEW

Child's Name_____Date of Interview_____

D.O.B_____Birthplace_____Interviewed by_____

_____Parents/Guardian_____

Address_____Phone_____

Marital Status_____Language spoken in the home_____

1) Significant Family Members

Name	Age	Relationship

2) Status of Family (source of income, type of employment)

_____

3) Parents assessment of child's disability

_____

_____

4) Atmosphere at home. How do other family members view child?

_____

_____

5) Social Agencies, hospital clinics, etc. which provided services to this child

Name	Date

6) Has child ever been enrolled in an educational setting? If yes, where?

_____

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

PARENT QUESTIONNAIRE

Child's Name_____

Parents/Guardian_____Date_____

Interviewed by_____

1. What problems are of major concern to you at the present time?

Financial	_____
Housing	_____
Medical/Health Care	_____
Babysitting	_____
Martial	_____
School	_____
Employment	_____
Transportation	_____
Others	_____
_____	
None	_____

2. What help do you need with these problems?_____
_____
_____
_____

3. What bearing do these problems have on your participation in the program for you and your child?_____
_____
_____
_____

4. What are your expectations for your child?_____
_____
_____
_____
_____

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

FOLLOW-UP PARENT QUESTIONNAIRE

Child's Name_____ Date_____

Parent/Guardian_____

Problem to be dealt with:_____

_____

By Whom:_____

Projected completion date:_____

Report of action taken:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Summary:

_____
Signature of Professional

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

NOTIFICATION OF I. E. P. CONFERENCE

Date:_____

Re:_____

D.O.B.:_____

Dear_____:
(Parent)

You are invited to a staff conference on _____

at_____at_____regarding your child
(Time) (Meeting Place)

_____.

At this meeting we will discuss your child's educational needs and try to determine the individualized education program that is most suitable for him.

If you are not able to attend at this time please call me at _____
(Phone #)
so that an alternative date can be established.

Very truly yours,

_____

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

LETTER OF NOTIFICATION OF REFERRAL

Re:_____
D.O.B._____
Date:_____

Dear_____:
(Parents' Name)

We are informing you that your child,_____, has been referred to us as a possible candidate for our program for handicapped pre-schoolers.

We would like to discuss this matter with you and suggest you call _____at_____to set up an appointment.
(Name) (Phone #)

We welcome your participation but wish to inform you that your child's involvement in our program is not mandatory. If you are interested in the program we will provide you with further information when you meet with us.

Please bring with you any pertinent information concerning_____ _____that you would like to share with our staff. In addition, we will be performing psycho-educational, speech and motor evaluations as needed in order to determine whether our program is suitable for your child and to provide a full, appropriate educational program if your child should be enrolled in the program.

Very truly yours,

_____

Project_____ Date_____

I give permission for the staff and consultants of _____
Project Name
_____to evaluate my child_____.
(Name of Child)

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

MEDICAL EXAMINATION

Name_____ Date:_____
Last First Middle

D.O.B.:_____

Address_____
Street City State Zip Code

MEDICAL HISTORY: (Parent/Guardian and Physician)

1. Medical Diagnosis: (If known)_____

2. Immunizations: (Give dates)

DPT

Basic_____	Basic_____	Basic_____
Booster_____	Booster_____	Booster_____

Vaccination: (Indicate site) _____
Polio: (Sabin)

Type I	Type II	Type III
Booster_____	Booster_____	Booster_____
Measles_____	Measles_____	Measles_____

3. Diseases: (Give dates)

Chicken Pox_____	Whooping Cough_____
Rheumatic Fever_____	Measles_____
Diptheria_____	Scarlet Fever_____
German Measles_____	Diabetes_____
Encephalitis/Meningitis_____	Mumphs_____
Pneumonia_____	Others_____

4. Does the child have a seizure disorder?_____ If yes, please describe.___

5. Does the child take any regular scheduled medication?___ If yes, please list name, dosage and purpose_____
_____

6. Does the child have any allergies to food, drugs, etc.?_____If yes, please list._____
_____

MEDICAL EXAMINATION: (Physician)

Height: _____ Weight:_____ Head Circumference:_____
Vision _____ Skin/Scalp_____ Neurological Status_____

	Right	Left	Dermatitis_____	Movement_____
Acuity	_____	_____	Ringworm_____	Reflexes_____
Disorder	_____	_____	Pediculosis_____	Muscle Tone_____
Corrections	_____	_____	Scars_____	Sensory Disorders _____
				Emotional Status__ _____

Hearing:

	Right	Left
Ability	_____	_____
Disorder	_____	_____
Aids	_____	_____

Trunk:

Lungs	_____
Heart	_____
Hernia	_____
Genitals	_____
Other	_____

Orthopedic Status:

Skeletal Disorders_____
_____
Muscular Disorders_____
_____
Spine_____
Upper Extremities_____
_____
Lower Extremities_____
_____
Feet_____

Nose, Mouth and Throat:

Condition of teeth and gums_____
Tonsils and adenoids_____
Lips, tongue and palate_____
Nasal Septum_____
Other_____

PROGRAM INFORMATION (Physician)

1. Following an examination of this child, I feel that he/she should be enrolled in a specialized developmental program. Yes_____No_____.

2. This child would benefit from a developmental speech and language and/or feeding program as recommended by a Speech Pathologist. Yes___ No_____
Specific instructions or contradictions:_____
_____

3. This child would benefit from developmental gross and fine motor programming as recommended by the Physical Therapist. Yes____ No_____.
Specific instructions or contradictions:_____
_____

Please list any specific restraints which should be placed on the child's physical activities:_____
_____
_____

Please list any specific recommendations for instructions:_____
_____
_____
_____

_____
Physician's Signature

_____
Date

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

IN-SERVICE PARENT TRAINING
DISSEMINATION LOG

DATE	PRESENTOR(S)	TOPIC OF PRESENTATION	AGENCY COMPOSITION	NO. OF PARTIC-IPANTS	HAND OUTS/ FOLLOW-UP

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

SERVICES TO PARENTS

NAME_____

DATES OF VISITS HOME/OFFICE	TELEPHONE CONTACTS	PERSONNEL INVOLVED	WHAT WAS DONE

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

SERVICES TO STUDENTS

STUDENT NAME	DATES OF VISITS	PERSONNEL INVOLVED	WHAT WAS DONE

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

EXCURSIONS/ACTIVITIES

ACTIVITY	PLACE	DATE	PERSONS INVOLVED

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

AGENCY CONTACTED
1979 - 1980

Agency or Individual	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

FAMILY ASSESSMENT PROCESSES OF ADJUSTMENT

Case Name: _____ Date Initiated: _____

Parent(s)/Guardian: _____ By: _____

CATEGORIES OF ADJUSTMENT	ATTITUDE/ CHARACTER-ISTICS	EXPECTATIONS	OBJECTIVES	STRATEGY	FOLLOW-UP	DATE COMPLETED
Mother						
Father						
Siblings						
Grandparents						

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

HOME VISIT REPORT

Teacher ☐
Aide ☐
*P.F.C ☐

NAME OF CHILD:_____ DATE:_____

PARENT OR GUARDIAN:_____

ADDRESS:_____ TELEPHONE:_____

PURPOSE OF VISIT:_____

_____

_____

INFORMANT:_____ OTHERS PRESENT:_____

_____

MATERIALS USED:_____

_____

_____

OBSERVATIONS:_____

_____

_____

_____

SUMMARY:_____

_____

_____

_____

*Parent/Family Coordinator

CONCLUSION/RECOMMENDATION_____

_____

_____

_____

_____

_____

FOLLOW-UP PLANNED:_____

_____

_____

_____

_____

_____

_____

By:_____

OBSERVATION KIT

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

Greetings:

The staff of the Preschool Demonstration Project for Handicapped Children welcomes you to the college campus and invites you to visit as often and for as long as you like.

In order to fully understand what is happening in the classroom it will be necessary for you to read the daily schedule and lesson plan for today.

Please observe the activity carefully, then fill out the Observation Report Form completely, giving us your comments about the activity you observed and any other suggestion(s) you wish to share with us. Return the completed Observation Report to the secretary in Office #215 upstairs in the Education Building. The secretary will also respond to any questions you may have.

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

DAILY SCHEDULE

9:00 - 9:30	Individual Development
9:30 - 9:55	Language Development
9:55 - 10:20	Psychomotor Development
*10:20 - 10:50	Reasoning Development
10:50 - 11:30	Preparation and Lunch
*11:30 - 12:00	Perceptual Development
12:00 - 12:30	Preparation and Dismissal

*These periods are manipulated to provide either small or total group as well as acquisition or practice/generalization type learning activities. Social-Emotional Development is correlated within any one or all periods.

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

OBSERVATION REPORT

Name_____ Date_____

Relationship_____ Time_____
(Parent, Guardian, other)

Organization_____ Telephone_____

Activity observed_____

Comments_____

_____

_____

_____

_____

_____

_____

Thank you

Name _____

PRESCHOOL DEMONSTRATION PROJECT
FOR HANDICAPPED CHILDREN

Fort Valley State College
State College Drive
Fort Valley, Georgia 31030
(912) 825-6404 or 825-6361

DAILY LESSON PLAN FORMAT

Lesson	Criterion Behavior	Equipment Material	Learning Activity	Notes Comments
Individual Development				
Language Development				
Psychomotor Development				

Daily Lesson Plan Format (Continued)

Lesson	Criterion Behavior	Equipment Material	Learning Activity	Notes Comments
Reasoning				
Perceptual				
Other				

SAMPLE PRE- AND POST PSYCHOLOGICAL TEST REPORT

AND SUMMARY DATA

Name: *Steven Robertson*

Date of Test: *6-26-79*

School: *Fort Valley Preschool Demonstration Project*

Birth Date: *9-7-75*

Age: *3 years, 9 months*

Test Administered:
Stanford-Binet Intelligence Scale, Form L-M
Boyd Developmental Progress Scale

Examiner: *Rex Forehand*

Steven Robertson was referred for psychological testing in order to determine the progress he has made since his enrollment in the Fort Valley Preschool Demonstration Project. Steven was previously tested in December, 1978. At that time he had a Mental Age of 2 years and 9 months and a developmental age in the area of motor skills of 3 years and 9 months and in the area of communication skills of 2 years and 9 months. Extensive recommendations will not be made for future academic programming at this point as Steven will be re-evaluated in the Fall of this year in order to determine if he is eligible to continue at the Demonstration Project. If he is, recommendations for academic programming for the 1979-1980 school year will be made at that time.

Steven appeared at the testing situation as a cooperative, friendly child who demonstrated adequate effort throughout the testing. He both readily answered questions and emitted a number of spontaneous verbalizations. His attention span appeared to be age appropriate.

On this administration of the *Stanford-Binet Intelligence Scale, Form L-M*, Steven obtained a Mental Age of 4 years and 0 months. When compared to his chronological age of 3 years and 9 months, this indicates that Steven is functioning somewhat above age level expectancy. He had a Basal Age of 3 years and 6 months and a Ceiling Age of 6 years. He demonstrated no particular strengths or weaknesses. In order to obtain additional information, the *Boyd Developmental Progress Scale* was also administered. In the area of motor skills, Steven was functioning at the 4 year, 7 months old age level while in the area of communication skills he was functioning at the 4 year, 10 months old age level. In the area of motor skills Steven correctly completed all items at the 3 to 4 year old age level and failed all items at the 5 to 6 year old age level. At the 4 to 5 year old age level he could catch a ball bounced to him, draw a man with four parts, and copy a square. In the area of communication skills Steven correctly completed all items at the 3 to 4 year old age level and failed all items at the 6 to 7 year old age level. At the 4 to 5 year old age level he demonstraced the ability to complete simple analogies and knew his own age, while at the 5 to 6 year old age level he demonstrated knowledge of left-right concepts.

Steven Robertson

Summary and Recommendations: Steven Robertson was referred for psychological testing in order to determine the progress he has made during the past six months at the Fort Valley Preschool Demonstration Project. In the area of intellectual skills Steven has gained 15 months during the past 6 months. In the area of motor skills he has gained 10 months during the past 6 months while in the area of communication skills he has gained 2 years, 1 month during the past 6 months. Each of these gains represent substantial progress by Steven and demonstrate that he has profited from attending the Demonstration Project. Steven will be re-evaluated in September of this year to determine if he is eligible to continue at the Demonstration Project. If he is, at that time extensive recommendations will be made about academic programming for the coming year.

Test Summary Data

NAME: Steven Robertson
DATE OF BIRTH: 9-7-75
CHRONOLOGICAL AGE: 3 years, 9 months
MENTAL AGE: 4 years, 0 months

DATE OF TEST: 6-26-79

TESTS ADMINISTERED: *Stanford-Binet Intelligence Scale, Form L-M,* and the *Boyd Development Progress Scale*

MOTOR SKILLS	COMMUNICATION INTERPERSONAL	SELF SUFFICIENCY	OTHER RECOMMENDATIONS OTHER SUMMARIZATIONS
3 to 4 years	3 to 4 years		
Current Functioning 1. Catch a ball bounced to him. 2. Drew a man with four parts 3. Copy a square	Current Functioning 1. Knows his age. 2. Knows right from left	Current Functioning 1. Can use bathroom. 2. Can feed himself without assistance.	1. In intellectual skills Steven has gained 15 months during the past 6 months. 2. Described pictures and give functions

160

177

COMMENTS: Intellectual task shows that Steven has gained 15 months during the past 6 months. In area of motor skills he has gained 10 months during the past 6 months and communication skills he has gained 2 years, 1 month during the past 6 months. All these skills show substantial improvements over the past 6 months.

178

Name: *Steven Robertson*

Date of Test: *12-4-78*

School: *Fort Valley Preschool Demonstration Project*

Birth Date: *Unknown*

Age: *Approximately 3½ years*

Tests Administered:
Stanford-Binet Intelligence Scale, Form L-M
Boyd Developmental Progress Scale

Examiner: *Rex Forehand, Ph.D.*

Steven Robertson was referred for psychological testing in order to determine if he is eligible to attend the Fort Valley Preschool Demonstration Project. Little background information was available on this child at the time of the testing other than the fact that he is from a culturally deprived environment.

Steven appeared at the testing situation as a cooperative, friendly individual. He readily answered questions plus emitting several spontaneous verbalizations. His attention span and effort appeared to be age appropriate.

On this administration of the *Stanford-Binet Intelligence Scale, Form L-M,* Steven obtained a Mental Age of 2 years and 9 months. When compared to his chronological age of approximately 3½ years, this suggests that he is functioning behind age level expectancy. He had a Basal Age of 2 years and 0 months and a Ceiling Age of 3 years, 6 months. He demonstrated no particular strengths or weaknesses. In order to obtain further information the *Boyd Developmental Progress Scale* was administered. On this scale he obtained the following age level equivalents: motor skills, 3 years, 9 months; and communication skills, 2 years, 9 months. A developmental age was not obtained in the area of self-sufficiency skills as there was not an adult present from his home environment to report on his behavior in his natural environment. In the area of motor skills Steven passed all items at the 2 to 3 year old age level and failed all items at the 4 year old age level. At the 3 to 4 year old age level he could copy a circle and hop on one foot. In the area of communication skills Steven passed all items at the 2 to 3 year old age level and failed all items at the 5 to 6 year old age level. At the 3 year old age level he demonstrated a knowledge of prepositions and separated from an adult without fussing. At the 4 to 5 year old age level Steven knew his age.

Summary and Recommendations: Steven Robertson was referred for psychological testing in order to determine if he is eligible to attend the Fort Valley Preschool Demonstration Project. On a formal intelligence test and in the area of communications on a developmental scale he was functioning well behind age level expectancy. Based on this finding the following recommendations are made.

Steven Robertson

1. Enrollment in the Preschool Demonstration Project is recommended.

2. Within the Demonstration Project, some work should focus on verbal skills. Steven should be encouraged to label objects in his environment and those that he sees in pictures. For example, this can be undertaken by sitting down with him and looking at a book that has pictures in it. He can be asked to label various items in the pictures. If he correctly labels them, he should be praised. If he does not correctly label an object, he should be told the correct answer and then be asked to again label the item. This procedure should help enlarge his vocabulary. Subsequently, work can be undertaken in identifying the use of objects. For example, instead of simply labeling objects in the picture, he can be asked what the particular object is doing. For example, if a horse is running across a field, Steven can be asked, "What is the horse doing?" Other questions that should enlarge his functional vocabulary (in contrast to simply labeling objects) are questions such as the following: "What do we play with?" "What do we ride in?" "What do we do with a stove?" and "What do we do with a car?"

3. Work should also be undertaken in teaching Steven his colors. For example, he should initially be presented with one color, such as red, and asked what color it is. If he answers correctly, he should be praised. If he answers incorrectly, he should be given corrective feedback and the question should be repeated. Once he demonstrated knowledge of one color, a second color should be introduced and the same procedure repeated.

4. In the area of fine motor skills, Steven should be taught to copy a square. This can be done by drawing a square and asking him initially to draw one like it. If he correctly does this, he should be praised. If he cannot correctly do this, he should be asked to trace the square drawn by the instructor. If he does this correctly, he should be praised. If he does it incorrectly the instructor should take his hand and gradually guide him in tracing it. Subsequently, the line that he is tracing can be faded out so that he learns to draw a square himself.

5. In the area of mathematics, Steven can presently count rotely to three. Work at this time should focus on teaching him to count rotely to six and subsequently to count six objects placed in front of him.

Test Summary Data

NAME: Steven Robertson
DATE OF BIRTH: 9-7-75
CHRONOLOGICAL AGE: 3 years, 6 months
MENTAL AGE: 2 years, 9 months

DATE OF TEST: 12-4-78

TESTS ADMINISTERED: *Stanford-Binet Intelligence Scale, Form L-M,* and the *Boyd Development Progress Scale*

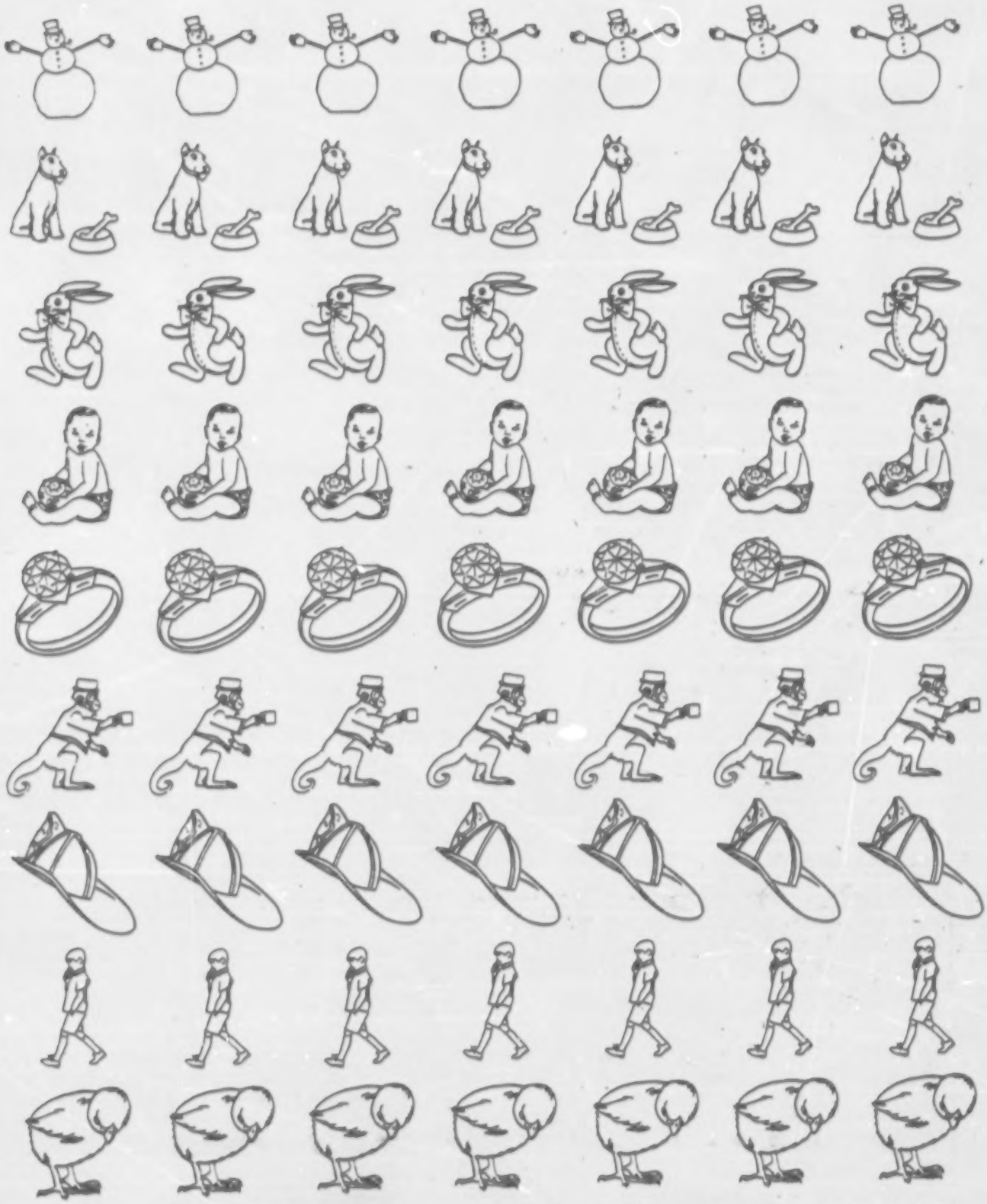
MOTOR SKILLS	COMMUNICATION INTERPERSONAL	SELF SUFFICIENCY	OTHER RECOMMENDATIONS OTHER SUMMARIZATIONS
3 years, 9 months	2 years, 9 months		
Current Functioning 1. Copy a circle. 2. Hop on one foot.	Current Functioning 1. Demonstrated a knowledge of prepositions. 2. Could be separated from an adult without fussing. 3. Knew his age.		Word needed in the areas of: 1. Verbal skills 2. Identifying use of objects. 3. Learning colors 4. Fine motor skills 5. Learning to count rotely to 6

COMMENTS: On a formal intelligence test and in the area of communications on a developmental scale Steven was functioning well behind age level expectancy.

SAMPLE PAGES FROM THE RED WORKBOOK

Mark 4 snowmen, 3 dogs, 4 rabbits, 5 babies, 2 rings,
3 monkeys, 4 hats, 3 boys, 5 chicks.

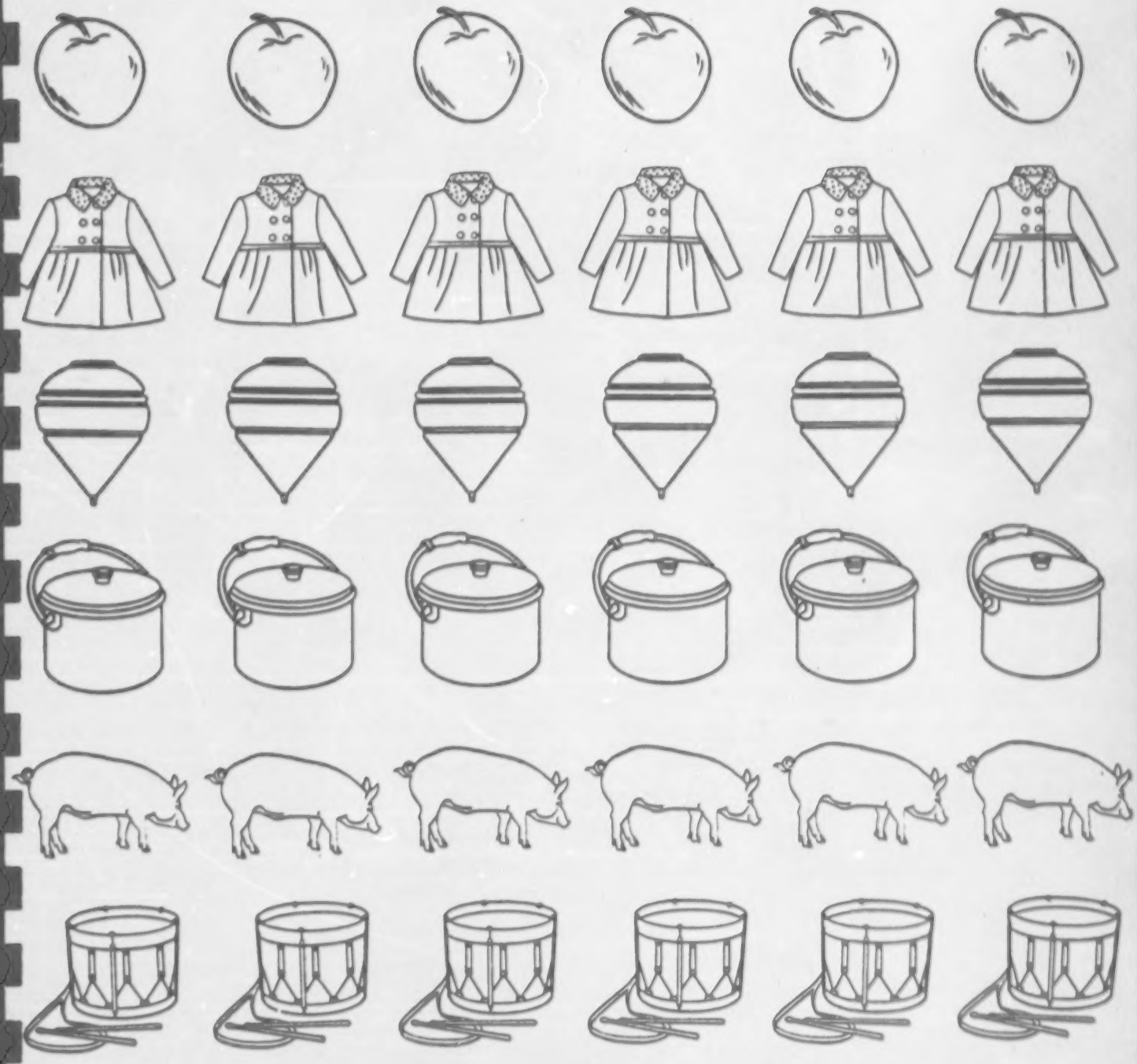
5



©1972, 1987, Thelma Gwinn Thurstone. All rights reserved.

Printed in the United States of America.

Mark 3 apples, 4 coats, 5 tops, 3 kettles, 6 pigs, 4 drums



A part of each picture on this page is missing. Make a mark where the part is missing or draw in the part.

27

© 1972, 1987, Thelma Gwinn Thurstone. All rights reserved.

Printed in the United States of America.

CURRICULUM ADAPTATION

Preschool Demonstration Project for Handicapped Children's
Adaptation of David Lillie's Curriculum

Lillie's Curriculum	Fort Valley State College	Adaptation
Gross Motor Development	Psychomotor	Psychomotor
Fine Motor Development		
Expressive Language Development	Language Development	Language Development
Receptive Language Development		
Perceptual Development	Perceptual Development	
Social - Emotional Development	Social Development	Social - Emotional Development
	Self-Help	
	Affective Development	
	Awareness	
Reasoning Development	Concept Development	Reasoning Development

189

EVALUATION STRATEGY PROFILE

STRATEGY AND EVALUATION DESIGN

PROJECT COMPONENT	OBJECTIVE(S)	SOURCE OF INFORMATION/ACTIVITIES	ASSESSMENT
I. ADMINISTRATION			
A. Advisory Council	1. To form a Council that represents the minority groups in the region.	Project records, State Department and Demographic report	Community leaders, parents, interested persons; black and white
	2. To get the Council involved in program development	Project records	Membership on the Committee
	3. To utilize Council input in Project development	Meeting Minutes	Some degree of utilization
B. Project Staff	1. To fill all required Project positions with qualified personnel.	Project records	100%
	2. To get the staff organized and functioning according to schedule.	Project records; meeting minutes	Congruence with schedule
	3. To get commitments of staff in terms of time and effort	Project records	Congruence of time allotted and time spent
C. Program	1. To maintain records on staff and children	Project records; children files	Up-to-date records at all times

PROJECT COMPONENT	OBJECTIVE(S)	SOURCE OF INFORMATION/ACTIVITIES	ASSESSMENT
	2. To complete reports to TADS and HEW	Project records	Sent in on time
	3. To serve children in a continuous manner.	Project records	15 children in 1978-1979 at all times
	4. To be able to provide a description of the children being served.	Project records; children's files	All children diagnostically characterized
	5. To develop a child referral-intake-staffing-treatment process	Project records	A process that is effective, efficient, and portable
	6. To describe the child, parent, and training components	Director, teachers, consultants	Written descriptions
	7. To make the community aware of the Project services	Newspaper columns; television	Counts of notices, workshops
II. SERVICE TO CHILDREN			
A. General	1. To provide a lunch for the children	Project records	Number of children served
	2. To provide "unusual" experiences in the classroom	Teachers; project records	Number and description of class projects
	3. To provide "unusual" experiences outside classroom	Teachers; Project records	Number and description of field trips

PROJECT COMPONENT	OBJECTIVE(S)	SOURCE INFORMATION/ACTIVITIES	ASSESSMENT
	4. To maintain folders containing information on each child.	Project records	Complete folders
	5. To have the children developmentally progress in the areas of motor, communication-interpersonal and self-sufficiency	CCD Developmental Progress Scale	At intake, and end of year
B. Specific	1. Self-Help: To increase the child's independence and personal responsibility in providing for himself	Learning Staircase AIS	Beginning of school year, plus every 6-7 weeks until end of year (late Sept., early Nov., Mid Dec., early Feb., Mid March, late April, late May).
	2. Language Development: To increase the child's level of language development.	Same	Same
	3. Concept Development: To increase the child's ability to understand and manipulate objects, events, and people in terms of order, relationship, and classification.	Same	Same
	4. Perceptual Development: To increase the child's functional utilization of his sensory skills.	Same	Same

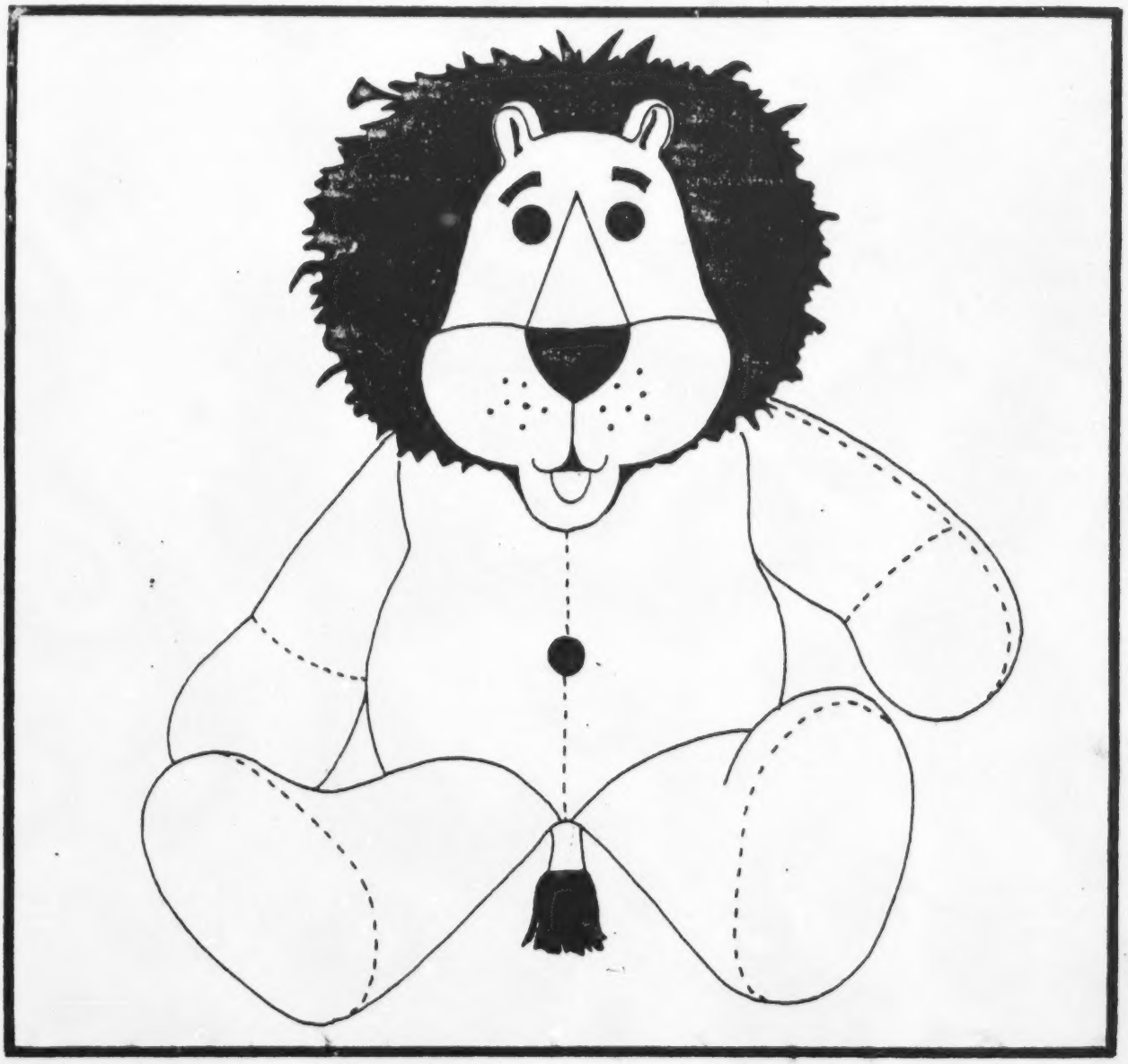
PROJECT COMPONENT	OBJECTIVE(S)	SOURCE OF INFORMATION/ACTIVITIES	ASSESSMENT
	5. Self Awareness: That the child develop a sense of autonomy and independence which is balanced with a sense of worth for others.	Same	
	6. Social Development: That the child will establish happy relationships with other children by being kind and considerate of others and their feelings and that he will also achieve an appropriate giving-receiving pattern of relating to other children and adults.	Same	
	7. Psychomotor Development: To increase psychomotor skills so the child's psychomotor functioning approaches the maximum of his potential.	Same	Same
	8. Affective Development: That the child will acquire desirable mental health habits, such as enjoying activities, expressing feelings of love and affection, helping others individually and in groups, sharing the use of toys by taking turns with them, and building realistic mental concepts about the world he lives in.		

PROJECT COMPONENT	OBJECTIVE(S)	SOURCE OF INFORMATION/ACTIVITIES	ASSESSMENT
III. SERVICE TO PARENTS			
A. General	1. To maintain and/or increase degree of parent participation.	Parent meetings, conferences	Counts, comments
	2. To enhance quality of parent-child interaction (including affective).	Home-visits	Counts, comments
	3. To exchange information regarding child I.E.P. and progress to the parent(s).	Letters/visits	Counts
B. Specific	1. Awareness: To...(?)	(?)	(?)
	2. Education: To...(?)	(?)	(?)
	3. Training: To...(?)	(?)	(?)

CAROLINA DEVELOPMENTAL PROFILE

CAROLINA DEVELOPMENTAL PROFILE

A CRITERION REFERENCED CHECKLIST FOR PLANNING OF EARLY CHILDHOOD



Developed by David L. Lillie and Gloria L. Harbin
Design and layout by Susan Almon

Published by
Kaplan Press
600 Jonestown Road
Winston-Salem, NC 27103

202

INTRODUCTION

The *Carolina Developmental Profile* is a criterion-referenced behavior checklist designed to be used with the Developmental Task Instructional System.* In this system, the goal is to increase the child's developmental abilities to the maximum level of proficiency in order to prepare him for the formal academic tasks he will face in the early elementary school years. The *Profile* is designed to assist the teacher in establishing long-range objectives to increase developmental abilities in six areas: fine motor, gross motor, visual perception, reasoning, receptive language, and expressive language.

The items on the checklist were developed after a careful review of the literature and extensive testing on young children. In other instruments, similar items are standardized and age ranges are given. We have also included age designations, but care should be taken not to apply these age ranges precisely. The purpose of this checklist is not to compare or assess the child in terms of age normative data; it is not a test, nor should it be used as such. Issues of reliability and validity in a traditional sense are not relevent to its use.

The items on the *Carolina Developmental Profile* are presented in sequence by area. A task number, a description of the task, and a developmental age are given for each item. If the child completes a task successfully, check the "Can do" column; if not, place a mark in the "Cannot do" column.

INSTRUCTIONS

The checklist should be given to a child in a large room and in several different sessions. Start with the items on the gross-motor checklist, selecting the age level at which you believe the child will have success. If the items are easily passed, you may want to skip several age levels to find the child's base level of success. If all tasks at a particular age level are passed, it can be assumed that the child can do all tasks below that level in the specific developmental area.

The child's highest level of functioning is established by determining his Developmental Age Ceiling (DAC). The criteria for determining the DAC varies from one developmental area to another. For example, in the area of gross-motor abilities, the DAC is the highest age level at which the child can do three or more tasks. However, in the receptive-language area, the DAC is the highest age level at which the child can do two or more tasks. If you believe that the child might be able to accomplish some tasks at an even higher level, you should question him on those tasks. It is extremely important to keep in mind that the checklist is designed to determine what tasks the child can and cannot accomplish; it is not designed to be used as a standardized assessment instrument.

If you believe that a child could do a task if it were presented a little differently, try it and see. Remember, you are not comparing what the child can do with what other children of his age can do. Rather, the age levels should be used as general sequential reference guide for development of the child. To use the age levels as diagnostic labels (for example, fine-motor development at the four-year level) would be misleading. Instead, you want to find out if the child can do a particular task, how easy it was for him; or, if he cannot do it, how close he was to accomplishing the task.

The teacher should immediately translate his or her checklist findings into long-range instructional objectives. At the end of each developmental section, list on the appropriate line the numbers of those tasks that the child *cannot do* below and at his Developmental Age Ceiling. The remainder of your long-range objectives should be taken from the next highest DAC level. For example, if the child's DAC is three for some reasoning skills, list the numbers of all the tasks at the four-year level in that area of development.

Summarize your findings in all six areas of development on back of the *Profile*. First, draw a line through all the tasks the child completed successfully. Next, indicate the long-range objectives for each developmental area by circling those task numbers on the number chart. Finally, write in the area indicated your priority objectives — those objectives that you believe should receive the greatest amount of instructional time.

*Presented in *Early Childhood Education: An Individual Approach to Developmental Instruction*. Palo Alto: Science Research Associates, 1975.

REFERENCES

Alpern, Gerald D., and Thomas J. Boll. *Developmental Profile Manual*.Indianapolis: Psychological Development Publications, 1972.

Bayley, Nancy, *Bayley Scales of Infant Development*. New York: The Psychological Corporation, 1969.

Berry, Mildred. *Language Disorders of Children : The Bases and Diagnoses*. New York: Appleton-Century-Croft, Educational Division, Meredith Corporation, 1969.

Boehm, Ann E. *Boehm Test of Basic Concepts*. New York: The Psychological Corporation, 1971.

Bzoch, Kenneth R., and Richard League. *Bzoch-League Receptive-Expressive Emergent Language Scale (REEL)*. Gainesville, Florida: The Tree of Life Press, 1971.

Caldwell, Bettye M. *Preschool Inventory* (rev. ed.). Princeton: Educational Testing Service, 1970.

Doll, Edgar A. *The Oseretsky Tests of Motor Proficiency*. Circle Pines, Minn.: American Guidance Services, 1965.

_____ *Vineland Social Maturity Scale*. Circle Pines, Minn.: American Guidance Service, 1965.

Frankenburg, W.K., J.B. Dodds, and A.W. Fandal. *Denver Developmental Screening Test*. Denver: University of Colorado Medical Center, 1970.

Gesell, Arnold, et. al. *The First Five Years of Life*. New York: Harper Brothers, 1940.

Haeussermann, Else. *Developmental Potential of Preschool Children*. New York: Grune & Stratton, 1958.

Jedrysek, Eleonora, Zelda Klapper, Lillie Pope, and Joseph Wortis. *Psychoeducational Evaluation of the Preschool Child*. New York: Grune & Stratton, 1972.

Lillywhite, Herold. "Doctor's Manual for Speech Disorders." *Journal of the American Medical Association*, 1958, 167:852.

Moss. Margaret H. *Tests of Basic Experiences (TOBE)*. Monterey, Calif: CTB/McGraw-Hill, 1971.

Terman, Lewis M., and Maude A. Merrill. *Stanford-Binet Intelligence Scale*. Boston: Houghton Mifflin Company, 1960.

Thurstone, Thelma Gwinn. *P.M.A. Primary Mental Abilities* (experimental form). Chicago: Science Research Associates, 1970.

Thurstone, Thelma G., and David Lillie. *Beginning to Learn: Perceptual Skills*. Chicago: Science Research Associates, 1972.

Valett, Robert E. *Programming Learning Disabilities*. Belmont, Calif.: Fearon, 1969.

GROSS MOTOR

Task Number	Description	D.A.*	Can Do	Cannot Do
1	**Seats self in small chair without loss of balance.**	2	____	____
2	**Stands with heels together without falling for about five seconds.** Demonstrate and allow several trials if necessary.	2	____	____
3	**Tosses tennis ball forward.** Demonstrate. Can be overhand or "push toss." Ball should travel around two feet or more.	2	____	____
4	**Picks up one-inch cube from floor while standing, without falling.** Demonstrate. Allow several trials if necessary.	2	____	____
5	**Walks up and down three steps without support, using alternating or nonalternating steps.** Demonstrate.	2	____	____
6	**Throws six-inch to ten-inch diameter ball at least five feet, without losing balance.** Demonstrate and allow several trials.	3	____	____
7	**Jumps from an elevation of approximately six inches. Both feet should be in air.** Demonstrate.	3	____	____
8	**Walks straight line one inch wide and ten feet long without stepping off more than three times.** Demonstrate.	3	____	____
9	**Walks backward for ten feet along line.** Demonstrate. Feet need not stay on line, but general direction along tape should be maintained for pass.	3	____	____
10	**Walks up and down three steps without support, alternating the forward foot in climbing and descending.** Demonstrate.	3	____	____
11	**Throws tennis ball using overhand throw with little torso participation.** Demonstrate.	4	____	____
12	**Balances on one foot without support for five seconds.** Demonstrate. Allow three trials. Two successful trials for pass.	4	____	____
13	**Hops at least twice on one foot without support, either in place or not.** Demonstrate.	4	____	____
14	**Jumps at least two inches high from crouched position.** Demonstrate.	4	____	____
15	**Makes running broad jump of at least 23 inches from marked line. Distance should be measured from point child leaves ground to point where he lands.** Demonstrate.	4	____	____
16	**Balances on one foot without support for ten seconds.** Demonstrate. Allow three trials. Two successful trials for pass.	5	____	____
17	**Balances on toes with feet together and heels off the ground for ten seconds, without support.** Demonstrate. Allow 3 trials.	5	____	____
18	**Makes running broad jump of at least 28 inches from marked line. Distance should be measured from point child leaves ground to point where he lands.** Demonstrate.	5	____	____
19	**Kicks an eight-inch to ten-inch diameter ball, either from floor or using drop kick, at least eight feet in the air.** Demonstrate.	5	____	____
20	**Skips smoothly.** Demonstrate if necessary.	5	____	____

*Developmental Age

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Tasks that child cannot do *at* and *below* Developmental Age Ceiling: _____

Long-Range Objectives (by task number): _____

Notes and Comments: _____

FINE MOTOR

Task Number	Description	D.A.*	Can Do	Cannot Do
1	**Turns a few pages in a child's storybook, one at a time with definite control and ease.**	2	____	____
2	**Builds a standing tower of six to eight one-inch cubes.** Demonstrate, and leave tower in place as a model. Allow 3 trials.	2	____	____
3	**Strings at least two beads in no more than two minutes.** Demonstrate. Count any bead put on string past plastic tip, even if it comes off later.	2	____	____
4	**Unwraps piece of twisted-end wraped candy without any help.** Demonstrate if necessary.	2	____	____
5	**Builds three-block bridge.** Demonstrate, and leave bridge in place as a model. For pass, base blocks should not touch each other. Allow two trials.	3	____	____
6	**Copies circle from sample.** Allow 3 trials. Pass any enclosed form. Ask child to "make one just like this."	3	____	____
7	**Cuts paper in two pieces with scissors.** Match scissors to hand preference. Allow 2 trials.	3	____	____
8	**Traces diamond pattern with primary pencil or crayon.** Demonstrate. Must begin at top, move on path counterclockwise, and stay within pathway for pass. Touching sides of pathway is permissible. Two trials. See page 13.	4	____	____
9	**Copies cross (+) from sample.** Allow three trials. Pass any two crossing lines. Ask child to "make one just like this."	4	____	____
10	**Catches an eight-inch to ten-inch ball, thrown from approximately five feet away, with arms flexed.** Allow three trials. One catch for pass.	4	____	____
11	**Places ten pennies in box one at a time (using preferred hand) within fifteen seconds.** Demonstrate and then present pennies to child and box.	4	____	____
12	**Copies square from sample.** Allow three trials. Pass only closed four-sided figures with sharp corners. Ask child to "make one just like this."	5	____	____
13	**Crumples piece of tissue paper (4½ inch by 4½ inch) to form a ball.** Demonstrate.	5	____	____
14	**Places matchsticks in box with both hands simultaneously.** Put ten sticks in row on each side of box. Must pick up one stick at a time using thumb and index finger. Demonstrate. Pass: five sticks per hand within 20 seconds; two trials.	5	____	____
15	**Folds six-inch paper square to make a triangle.** Demonstrate with separate sheet using same hand dominance as child's. Leave your model. Pass: any resemblance of a triangle; one trial.	5	____	____

*Developmental Age

Developmental Age Ceiling (highest age level at which child can do three or more tasks): _____

Tasks that child cannot do *at* and *below* Developmental Ceiling: _____

Long-Range Objectives (by task number): _____

Notes and Comments: _____

_____

_____

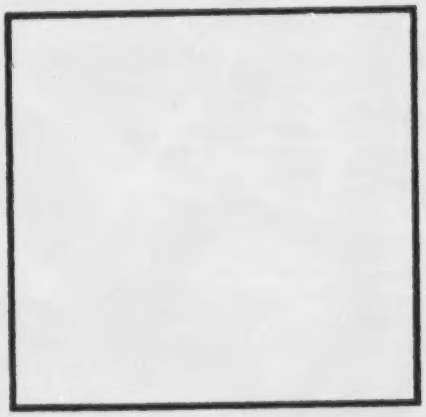
Task Number

FINE MOTOR

6

9

12



206

VISUAL PERCEPTION

Task Number	Description	D.A.*	Can Do	Cannot Do
1	**Matches color to sample.** Present child with six different color cubes. Keep a matching set of six out of sight, presenting them one at a time and asking him to show you one just like it. Do not name the color, or ask child to do so. Demonstrate. Five correct for pass.	2	____	____
2	**Groups things together by color, form, or size.** Examples: colored blocks, poker chips, or marbles; different size blocks, cups, or logs; different forms such as shapes, beads, or silverware (knives, forks, spoons). Does this during play.	2	____	____
3	**Stacks five rings on a peg in order.** Demonstrate. Rings should be of graduated sizes. Pass if the child is able to give you the rings in the correct order but has trouble stacking them on the peg. The objective of this item is to see whether the child can perceive (visually) differences in size—not the fine-motor ability to stack.	2	____	____
4	**Matches to sample circle, square, and triangle.** Present child with templates (two each) for the above shapes. Picks up circle, asking child to find another like it. Return circle templates to the group. Repeat for square and triangle. Allow one trial for each shape. Three correct for pass.	3	____	____
5	**Makes circle out of two half circles after demonstration.** Present halves to child with edges parallel to edge of table in front of child. Allow three trials.	3	____	____
6	**Matches to sample pictures of animals: dog, horse, bear, and cat.** Point to one of the pictures in the top row and ask child to "find one like this one." Repeat for the three other pictures. Must get all correct.	3	____	____
7	**Names pictures of items removed from view.** Show child three culturally familiar pictures and name them. Hide pictures from view one at a time until each has been hidden once. Three correct for pass.	4	____	____
8	**Selects two identical pictures out of set of three.** Ask child to point to the two pictures that are exactly alike. Three correct for pass.	4	____	____
9	**Adds two parts to an incomplete man.** Tell child to draw in the parts that are missing. Pass anything that resembles an arm and leg. See page 14	4	____	____
10	**Copies three designs.** Allow two trials for each design. Ask child to "make one just like this one." Draw each of the following designs one at a time for the child. He must copy the design using crayon or primary pencil. The objective of this item is to see if the child can visually perceive these designs not if he has fine-motor ability to draw. Pass any design that perceptually resembles the one you drew. // + L □ △ ◇	5	____	____
11	**Puts together a large four-to six-piece puzzle after demonstration.**	5	____	____
12	**Arranges coins from smallest to largest (dime, nickle, quarter, half dollar).** Demonstrate and describe task. Allow two trials. One correct for pass.	5	____	____

*Developmental Age

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Task that child cannot do *at* and *below* Developmental Age Ceiling: _____

Long-Range Objectives (by task number): _____

Notes and Comments: _____

_____

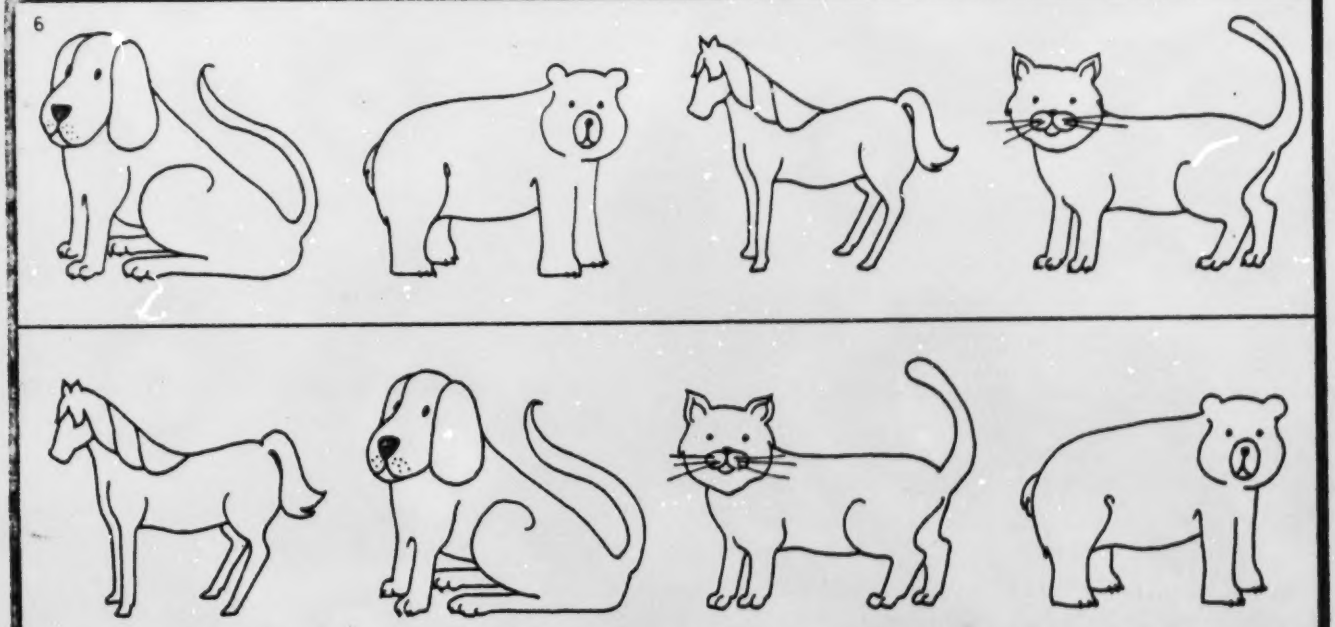
_____

207

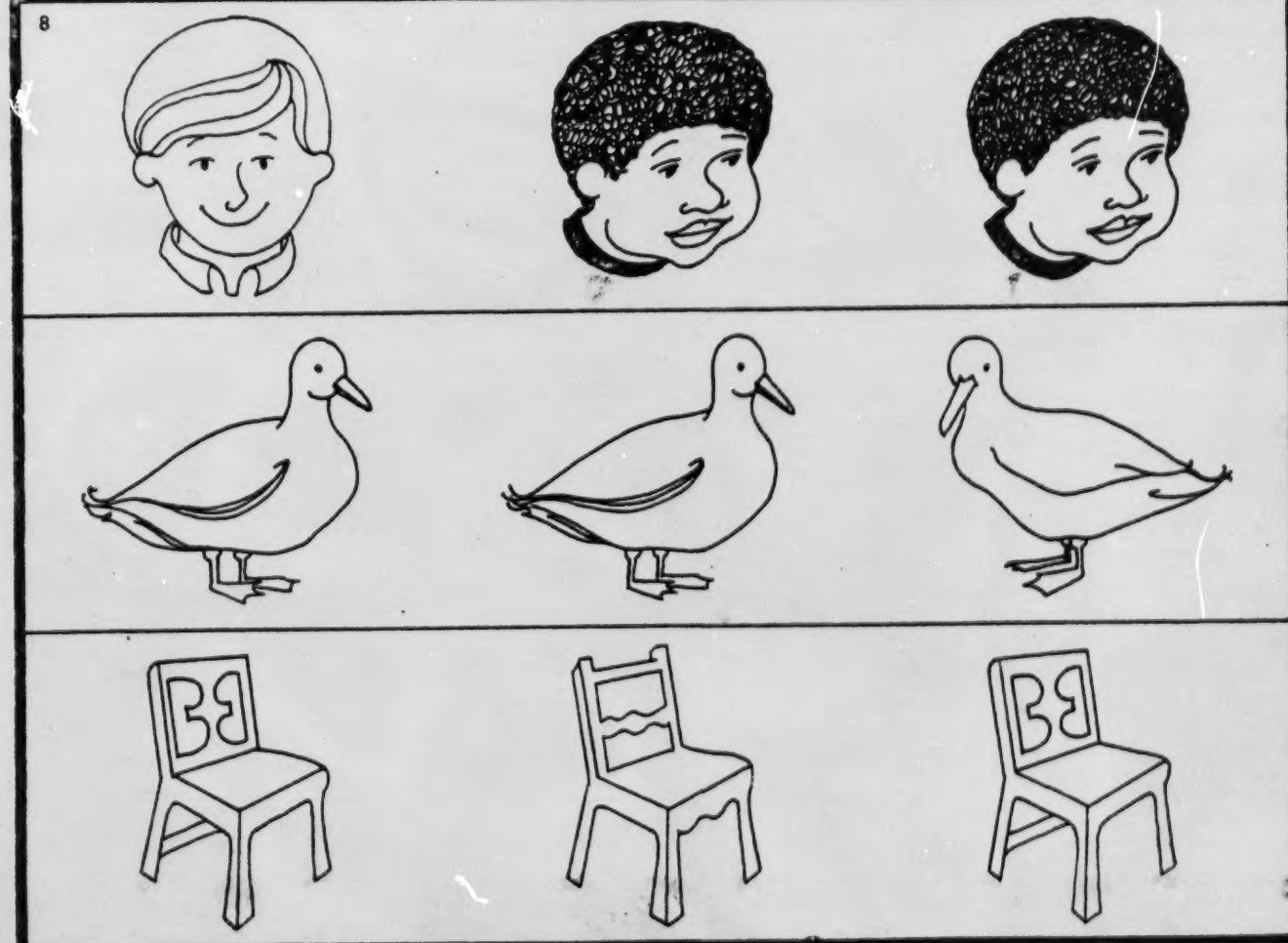
Task Number

VISUAL PERCEPTION

6



8



REASONING

* = late range; • = early range

Task Number	Description	D.A.*	Can Do	Cannot Do
1	**Discriminates between big and little: Points out *big* dog, then *little* ball, then *little* dog, then *big* ball on request.** Allow one trial each. Four correct for pass.	3*	____	____
2	**Chooses one and then one more: from a group of ten blocks child gives you one block on request. Then gives one more block on request.**	3*	____	____
3	**Discriminates between long and short: points to the longest lines when asked to do so.** Draw two lines (two inches and two and one-half inches). Alternate positions (one on top and one on bottom) by turning the paper. Three out of three, or five out of six, for a pass.	3*	____	____
4	**Uses bigger, slower, and heavier correctly on request.** Ask child: (a) "Which is *bigger*, a tree or a flower?" (b) "Which is *slower*, a car or a bicycle?" (c) "Which is *heavier*, a brick or a shoe?" One trial each. One correct for a pass.	4*	____	____
5	**Completes opposite analogy statements after explanation of task.** (a) "Brother is a boy; sister is a ____" (girl, woman, etc.) (b) "In daytime it is light; at night it is____" (c) "Father is a man; mother is a____" (d) "The snail is slow; the rabbit is____" (e) "The sun shines during the day; the moon shines at____" One trial each; two correct for a pass.	4*	____	____
6	**Counts four objects (blocks).** Present blocks to child one inch apart in row. For pass, must count blocks, and give correct total.	4*	____	____
7	**Uses softly and loudly correctly.** On request: claps hands softly; stomps feet softly; claps hands loudly; stomps feet loudly. One trial each.	5•	____	____
8	**States number of wheels a bicycle has.** Allow one trial.	5	____	____
9	**Touches the middle in a row of five blocks on request.** Present blocks half an inch apart in a row. Allow one trial.	5	____	____
10	**States number of wheels a car has.** Allow one response.	5*	____	____
11	**Touches first, then last, block in row of five on request.** Allow one trial each. Pass regardless of which end block is selected for first and last if the two choices are consistent with each other.	5*	____	____
12	**Names composition of three items on request.** Ask child: (a) "What is a spoon made of?" (metal, silver, wood, or plastic) (b) "What is a shoe made of?" (leather, rubber, or cloth) (c) "What is a door made of?" (wood, metal, or glass). Allow one trial each, though each question may be repeated if necessary. Three correct for pass.	5*	____	____

*Developmental Age

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Tasks that child cannot do *at* and *below* Developmental Age Ceiling: _____

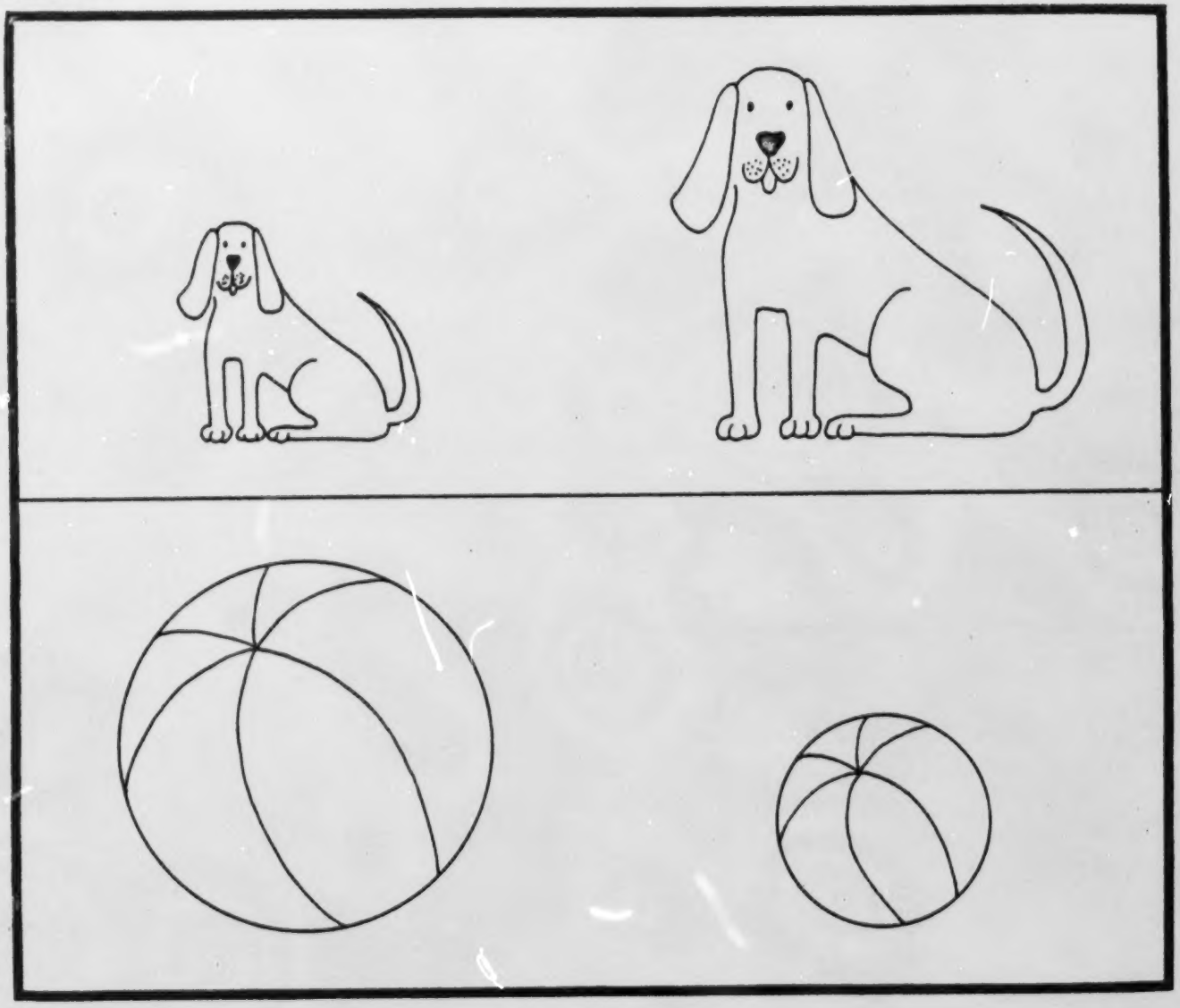
Long-Range Objectives (by task number): _____

Notes and Comments: _____

_____

Task
Number 1

REASONING



RECEPTIVE LANGUAGE

Task Number	Description	D.A.*	Can Do	Cannot Do
1	**Follows simple directions.** (a) "Put the block on the chair." (b) "Bring the block to me." (c) "Put the block on the table." Look at child while giving directions; do not accompany directions with gestures. Repeat directions, if necessary. Allow two trials for each direction.	2	____	____
2	**Touches objects designated by name on request.** Ask child to give you or to touch the (a)cup, (b) crayon, (c) shoe, (d) ball, (e) scissors, (f) button. One trial per item; five correct for pass.	2	____	____
3	**Touches objects by function on request.** Ask child to give you or touch what (a) we drink out of, (b) what goes on our feet, (c) we can cut with, (d) we can color with, (e) we can throw, (f) we use to fasten our clothes. One trial per item; three correct for pass.	2	____	____
4	**Touches three pictures designated by action on request.** Ask child to touch the picture of the child (a) sleeping, (b) running, (c) eating. Pictures should be culturally familiar. See page 13.	3	____	____
5	**Follows simple directions (each containing a different preposition).** "Put the block: (a) on the chair, (b) under the chair, (c) behind the chair, (d) in front of the chair. (e) beside the chair." Look at child while giving directions; do not accompany directions with gestures. Repeat directions if necessary, but allow only one attempt per direction. Three correct for pass.	3	____	____
6	**Touches picture of nighttime when asked "Which picture tells you that it is nighttime?"** Allow one trial. Use culturally familiar pictures. Use one picture of night and one of day.	3	____	____
7	**Touches blocks designated by color on request.** Present all four blocks together. Ask child to touch in turn the red, blue, yellow, and green block. One trial each color; three correct for pass.	4	____	____
8	**Same as receptive language task 5.** Four correct for pass.	4	____	____
9	**Touches pictures designated by distinctive characteristics on request.** Ask child to show you the picture of what (a) we cook on, (b) we carry when it is raining. (c) gives us milk, (d) has the longest ears, (e) shines in the sky at night, (f) catches mice. One trial per item. Four correct for pass.	4	____	____
10	**Touches the picture, with the knives on request. Ask the child to touch the picture of the knives.** This request may be repeated. Allow one trial.	5	____	____
11	**Touches the one that is dark but not little on request.** Tell the child to look at the different shapes. Then ask him to *touch the one that is dark but not little.* Allow one trial.	5	____	____
12	**Touches the picture of the one who will be hurt, on request.** Tell the child to look at the pictures of the children. Then ask him to touch the *picture of the one who will be hurt.* Allow one response.	5	____	____

*Developmental Age

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Tasks that child cannot do *at* and *below* Developmental Age Ceiling: _____

Long-Range Objectives (by task number): _____

Notes and Comments: _____

_____

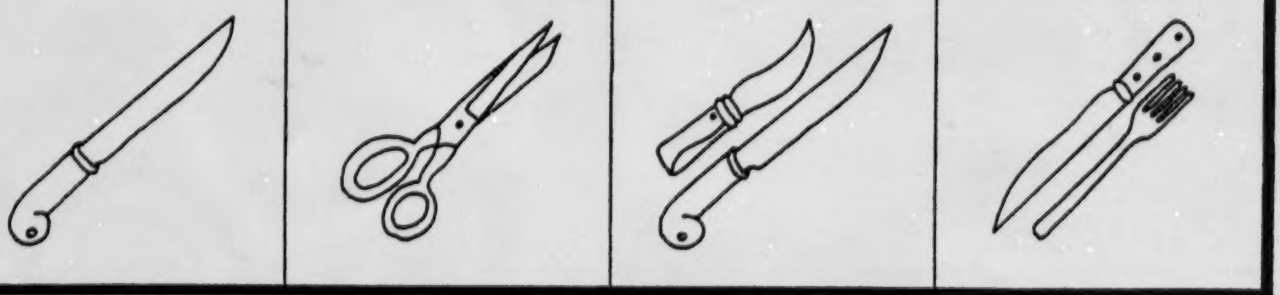
_____

Task Number

RECEPTIVE LANGUAGE

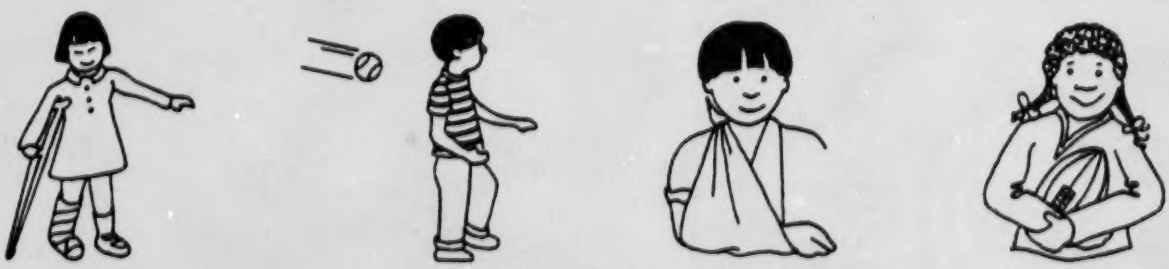
9

10



11

12



212

EXPRESSIVE LANGUAGE

* = late range

Task Number	Description	D.A.*	Can Do	Cannot Do
1	**Repeats two digits correctly in given order after practice.** Ask child to listen carefully and say "two". Do not proceed until child succeeds at this practice. Then ask him to say: (a) "4-7", (b) "6-3", (c) "5-8." Pronounce digits, one per second, clearly and with equal emphasis. Allow one trial per set of digits. One correct for pass.	2*	____	____
2	**Names pictured objects on request.** Point to one picture at a time. Ask child what the picture is, or what he calls it. Allow one trial per picture. Eight correct for pass.	2*	____	____
3	**Tells first and last name on request.** Ask child his name. Should he give only his first name, ask what the rest of his name is, or what his other name is.	2*	____	____
4	**Answers comprehension questions.** Ask child: (a) "What should you do when you are hungry?" (b) "What should you do when you are sleepy?" (c) "What should you do when you are cold?" Examples of acceptable answers: (a)I eat. Candy. (b)I sleep. Go to bed. (c)Go in. I sick. (Question c may be understood by child to mean "When you have a cold".) One response per question. One correct for pass.	3	____	____
5	**Talks about pictures.** Present three culturally relevant pictures one at a time, asking the child to talk about the picture, but not asking him specific questions. All three pictures should contain several children participating in some event (party, picnic, parade, school, store). For a pass the child should be able to name at least three objects in each picture and describe some element (boy wearing hat) or interpret some action (a party).	3*	____	____
6	**Uses two-or three-word phrases, some of which must include personal pronouns and/or ask questions.** List some of these phrases used by child during normal routine of day. Typical examples are "Where kitty?" "Where kitty go?" "Ball gone." "Me want cookie."	3*	____	____
7	**Same as Expressive Language task 2.** Fourteen correct for pass.	4	____	____
8	**Repeats twelve- or thirteen-syllable sentences.** Ask child to say "Spot is a good dog." Use this sample to make the task expectations clear to the child, then ask him to say: (a) "The boy's name is John. He is a very good boy." (b) "When a train passes, you will hear the whistle blow." (c) "We are going to have a good time in the country." Pronounce each word clearly, in a normal manner. One correctly repeated sentence for a pass.	4	____	____
9	**Give purpose for having beds and television(s) on request.** Ask child: (a)"Why do we have beds?" (b) "Why do we have television?" One trial for each question. For a pass, child must give one purposeful use or reason for each, or two uses or reasons for one.	4*	____	____
10	**Gives function of eyes and ears on request.** Ask child: "What do we do with our (a) eyes, (b) ears?" One trial for each question. Must give the correct general function (see, hear), or accurate specific use (watch T.V., listen to songs).	4*	____	____
11	**Uses four- to six-word phrases.** List some of the phrases used by child during normal routine of the day (similar to Expressive Language task 6).	5	____	____
12	**Uses regular plurals correctly most of the time.** List some phrases (sentences) used by the child that include correct use of regular plurals. Typical examples are "two dogs," "flowers," "my hands."	5	____	____

*Developmental Age

Developmental Age Ceiling (highest age level at which child can do two or more tasks): _____

Tasks that child cannot do *at* and *below* Developmental Age Ceiling: _____

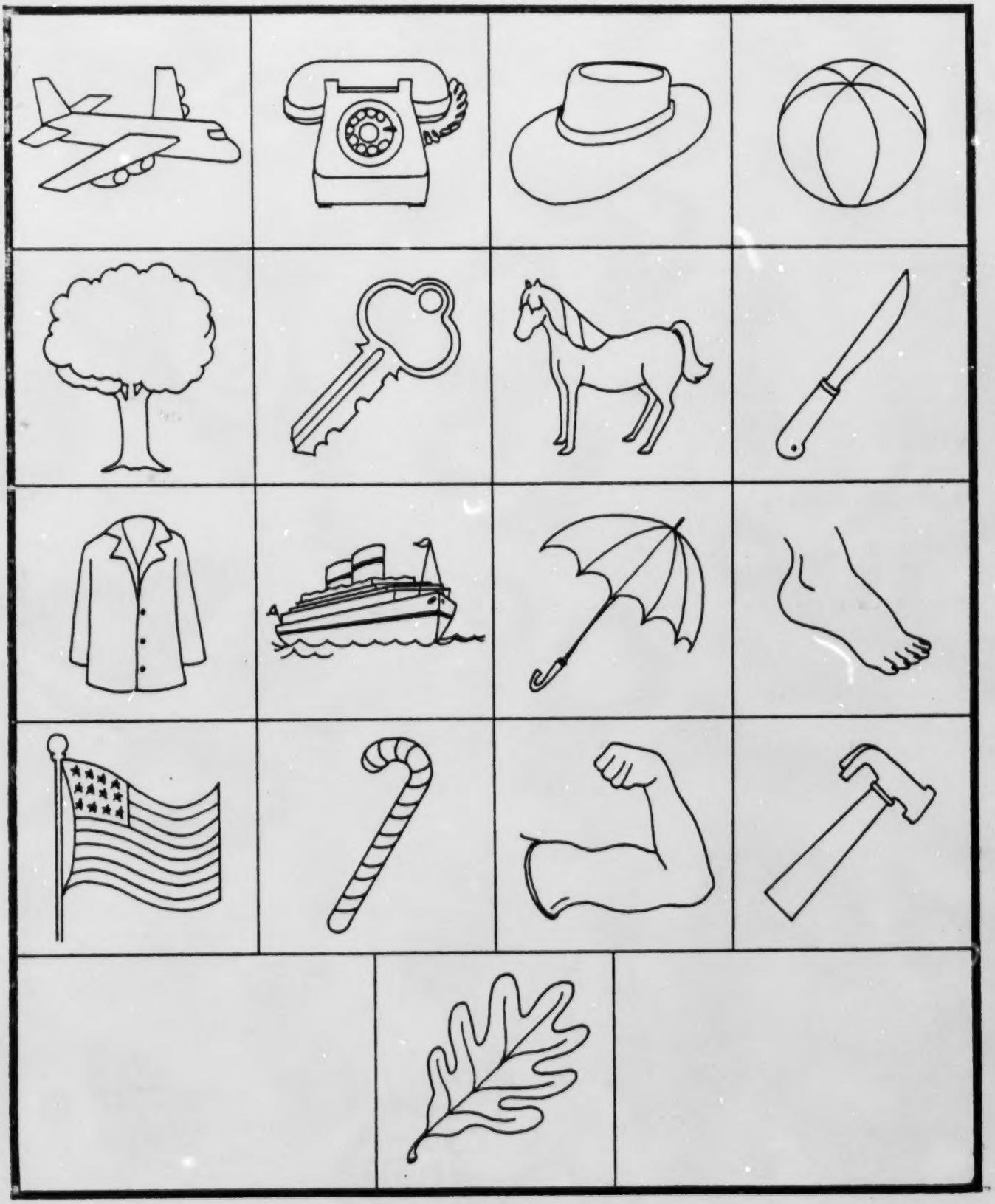
Long-Range Objectives (by task number): _____

Notes and Comments: _____

213

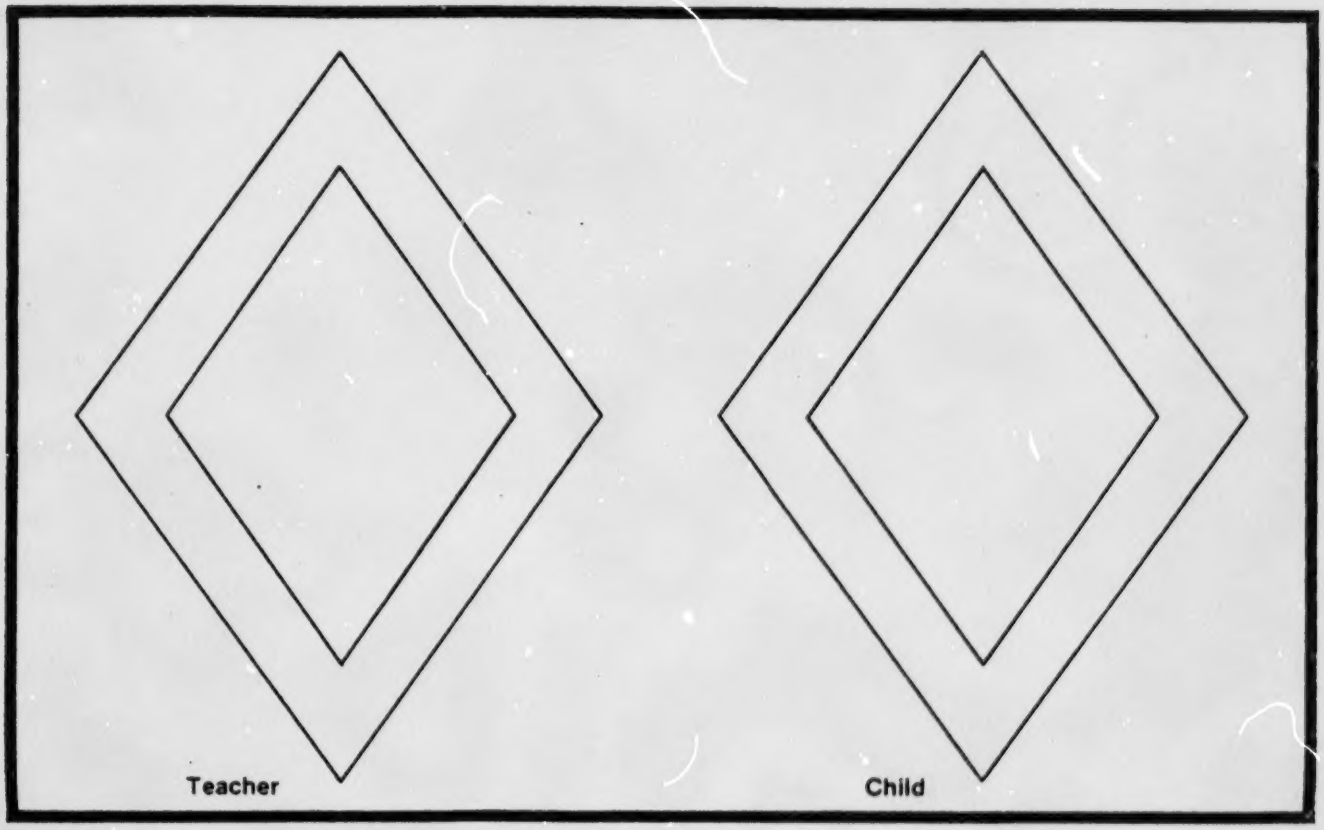
Task
Number 2 and 7

EXPRESSIVE LANGUAGE



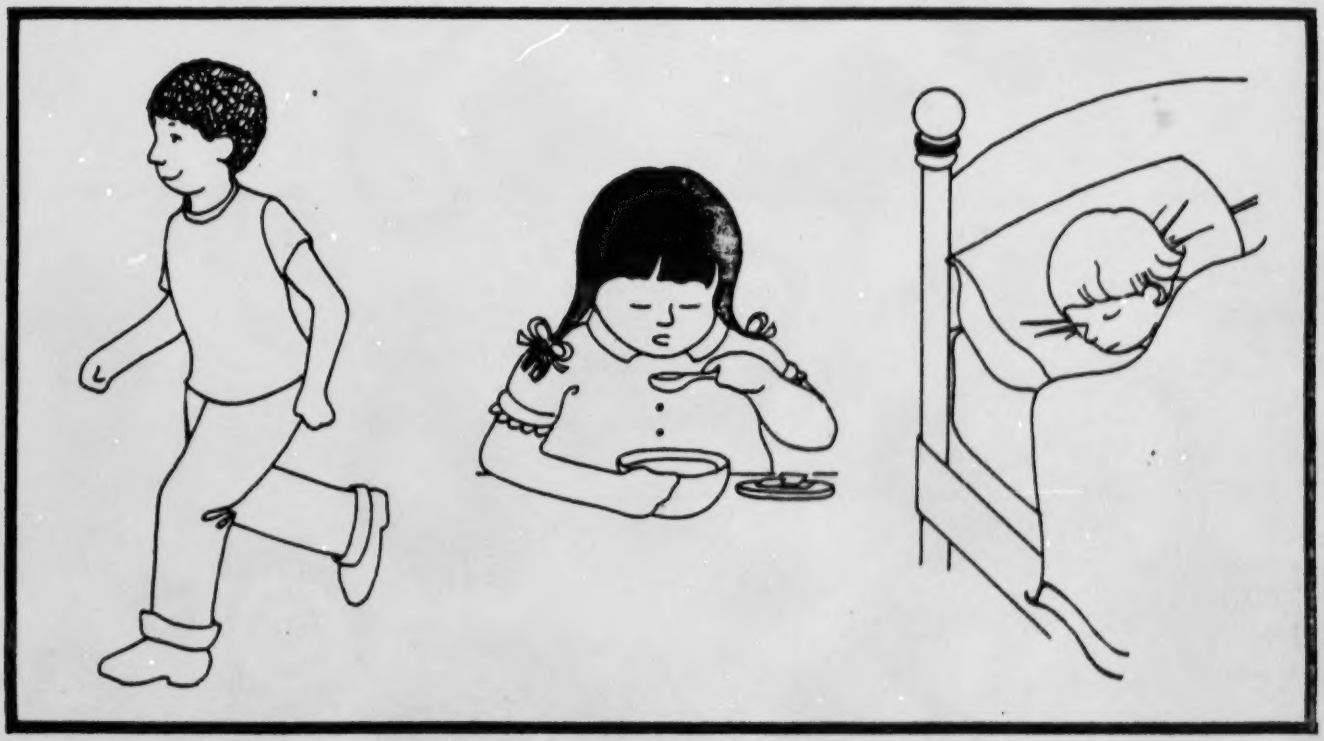
Task Number 8

FINE MOTOR (continued)

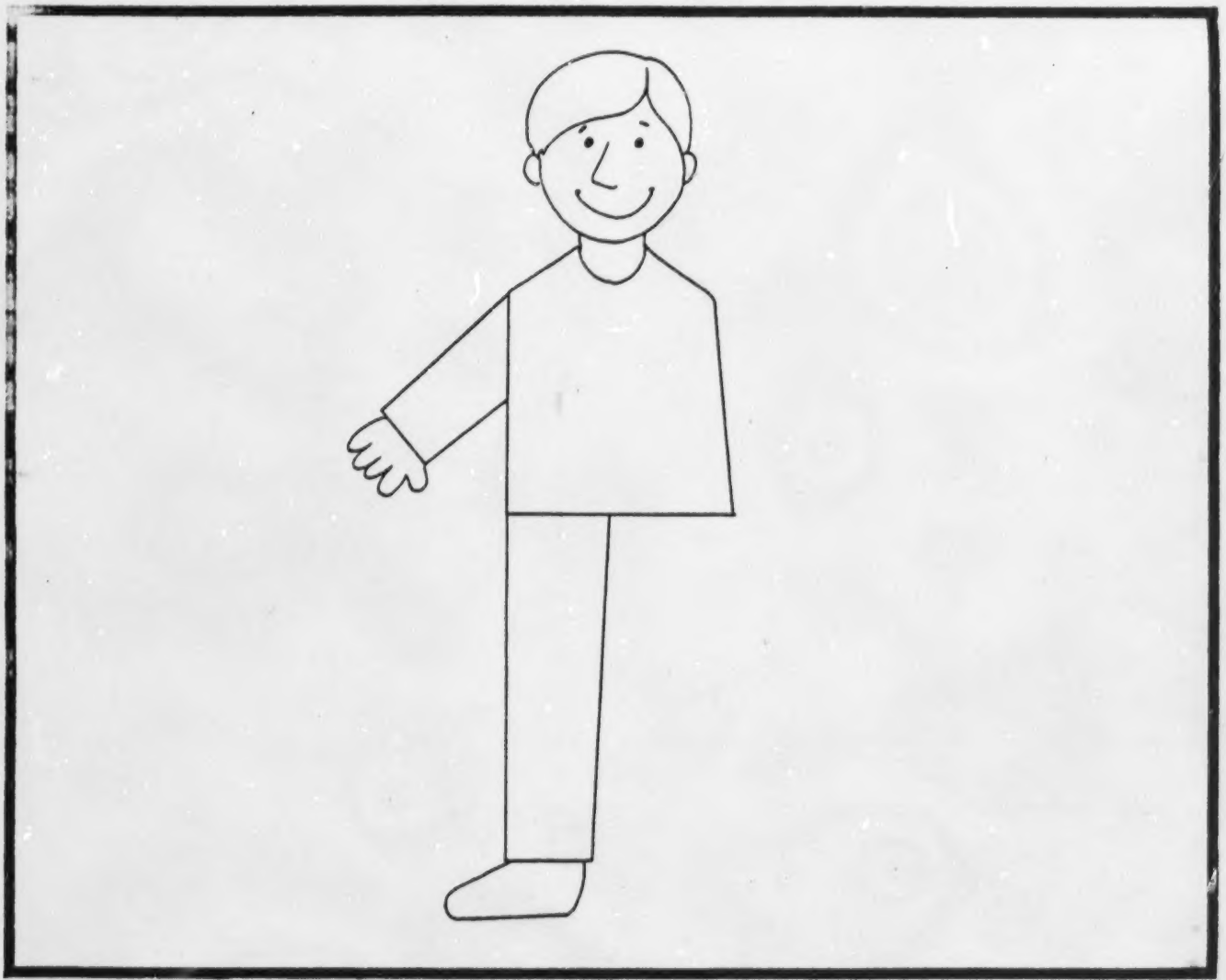


Task Number 4

RECEPTIVE LANGUAGE (continued)



VISUAL PERCEPTION (continued)



NOTES AND COMMENTS

CAROLINA DEVELOPMENTAL PROFILE

Name _____

Date of Birth _____

Date _____

Developmental Age Level	Gross Motor	Fine Motor	Visual Perception	Reasoning	Receptive Language	Expressive Language
5	20 19 18 17 16	15 14 13 12	12 11 10	12 11 10 9 8 7	12 11 10	12 11
4	15 14 13 12 11	11 10 9 8	9 8 7	6 5 4	9 8 7	10 9 8 7
3	10 9 8 7 6	7 6 5	6 5 4	3 2 1	6 5 4	6 5 4
2	5 4 3 2 1	4 3 2 1	3 2 1		3 2 1	3 2 1

Priority Long-Range Objectives (by area and task number): _____

_____

_____

217

CLARENCE THE CLOWN

PUBLICITY BROCHURE

FOR MORE INFORMATION CONTACT:

Dr. Alma S. Callaway
Project Director
Preschool Demonstration Project
for Handicapped Children
P. O. Box 5483
Fort Valley State College
Fort Valley, Georgia 31030

PHONE: (912) 825-6404
OR: (912) 825-6361

PRESCHOOL DEMONSTRATION
PROJECT FOR HANDICAPPED CHILDREN

FORT VALLEY STATE COLLEGE
FORT VALLEY, GEORGIA

DID YOU KNOW THAT...

The Fort Valley State College Preschool Demonstration Project for Handicapped Children provides a cognitive developmental preschool for 10 to 15 children with handicaps of mild, moderate and severe retardation, (visual, auditory, orthopedic impairments, language and speech handicaps, behavior disorders) and from disadvantaged environments.

STAFF

PORJECT DIRECTOR
Alma Slaughter Callaway

HEAD TEACHER
Phyllis Cartrell Ledbetter

TEACHER'S ASSISTANT
Mattie M. McChee

TEACHER'S ASSISTANT
Ethelyn F. Clerkley

PARENT/FAMILY COORDINATOR
Catherine J. Duncan

ASSISTANT PARENT/FAMILY COORDINATOR
Lorraine Battle

OFFICE MANAGER/SECRETARY
Linda A. Harris

SERVICES

*Screening/Evaluation

*Parent Involvement
This component assists parents and other interested individuals in understanding preschool handicapped children and participating in the process of meeting their needs.

*Supplementary Services
Psychological, medical, dental and social services are made available to children enrolled in the project.

*Staff Development
Training of the project staff is continuous. Formal and informal sessions are held periodically.

*Individualized Education Program - "IEP"
Each child is assessed psychologically, socially, and thoroughly observated as a guideline for development of his IEP.

*Community Involvement
Preparation of community persons through counseling and participation in educational programs is an integral part of the program.

*Transportation
Transportation is provided for children to and from the center, on field trips, and for parents to participate in parent activities.

CURRICULUM

The curriculum focuses primarily on the following areas:

Psychomotor Development
Gross and fine muscle coordination are developed.

Language Development
Expressive and receptive development are treated.

Perceptual Development
The child learns about his environment through the use of sensory channels.

Social/Emotional Development
The child develops the ability to cope effectively with daily demands with equal respect for his own values, concerns, and needs and those of the cultural group of which he is a part. (self-help, affective, awareness and social development).

Reasoning Development
The cognitive processes of classification association, analogies, sequencing number and letter concepts are taught.